

**Missouri Standards for Teacher Education Programs  
(MoSTEP)**

***Examiner's Handbook***

**The Missouri Department of Elementary  
and Secondary Education**

**Division of Urban and Teacher Education  
Teacher Education and Assessment Section**

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## Acknowledgments

The MoSTEP Standards and Procedures were developed by the MoSTEP Work Group, a task force representing all 36 teacher preparation institutions in Missouri, as well as k-12 educators, administrators, representatives of two-year colleges, and the Coordinating Board for Higher Education (CBHE). The State Board of Education adopted the MoSTEP Standards and Procedures by rule in May of 1999.

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## Glossary

## **Introduction**

The MoSTEP Site Team performs the most important role in the program approval process – the mandatory peer review of the professional education Unit and its constituent programs at a college or university. The final determinations made by the Missouri State Board of Education (MSBE) allowing Units to recommend graduates for state certification are based on the observations and judgments of the Site Team and the Unit rejoinder (or response) to the Site Team report.

The team represents the Missouri State Board on campus and, therefore, presents an image of the Board and the process it uses to review and approve programs. The professionalism and good judgment exhibited by Site Team members is an important component supporting the credibility and significance of the program approval process.

Every professional education Unit, and its constituent certification programs, in Missouri must be authorized by the Missouri State Board of Education to recommend graduates from its programs for state professional licensure. This approval is based on a set of expectations and guidelines for Unit viability and performance set out in the Missouri Standards for Teacher Education Programs (MoSTEP). Each certification program also has a set of certification requirements established by the MSBE for required course work and field experiences. Because Missouri has moved to a performance-based program approval system, MoSTEP has nested within it Quality Indicators for beginning teachers, administrators, counselors, and library/media specialists. Each Unit and program must go through a process of initial approval and continuing approval, based on the MoSTEP Standards and Quality Indicators, in order to prove its ability to prepare professional educators ready to assume their roles in Missouri's public schools.

The Site Team, then, during both the initial approval review and the continuing approval review, must read and review a number of data points (entry and exit test scores, candidate portfolios, curriculum matrices, survey data, etc.), as well as observe the Unit's efforts firsthand via interviews and focused observations, in order to evaluate the Unit's efforts and make recommendations to the MSBE regarding the Unit's ability to carry out the important task of preparing professional educators. The resulting data and findings, then, allow the team members to use their professional judgment to evaluate the Unit's performance and advise the MSBE on whether or not it should continue to allow the Unit to recommend educators for state certification. The findings of the Site Team and its resulting recommendations are shared with the MSBE and with the Unit and its institutional administration.

Obviously, much rests on the professional judgment of the Site Team. For this reason, the Site Team must be well trained in order to focus and inform the members' professional evaluation process. Hence the need for this manual and the attendant training workshops. Each has been created to help Site Team members understand the standards against which Units and programs are judged, as well as the process by which the evaluation of Units and programs is carried out.

## Site Team Members

MoSTEP procedures state that Site Team members “shall be practicing certificated school personnel (teachers, administrators, counselors, librarians) with three or more years of successful experience in Missouri schools and with a minimum of an earned master's degree, and teacher educators or administrators from institutions with Missouri State Board of Education approved programs.” That said, one must recognize that team members must also have certain other qualities and abilities in order to perform the important role laid out for them by the MSBE. Specifically, each Site Team member must have good writing skills and evaluation techniques, including

- interpreting quantitative data
- using rating scales, rubrics and questionnaires
- interviewing and observing
- reading and analyzing narrative information
- writing objective observations and evaluations, and
- making credible and unbiased professional judgments about professional education units.

Site Team members must attend a three-day training workshop prior to being appointed to a Site Team, and members agree to fulfill the entire time commitment required for a site visit (usually five days).

The number of team members is correlated to the number of portfolios to be reviewed by the team during its site visit. Depending on the size of the portfolio sample and the number of programs being reviewed, the number of team members on any given team will fall within a range of 5 to 8 people, with approximately half coming from K-12 and half from higher education.

Service on a program approval Site Team is a voluntary commitment. However, members are reimbursed for expenses (travel, food, and lodging) arising during their training and from the site visit itself. Members receive no honorarium or stipend for their work.

## Ethical Guidelines

Site Team members are expected to be objective in their review of Units and programs and to adhere to the highest professional and ethical standards. The following guidelines are intended to assist team members achieve this goal. In cases where a Site Team member is unsure about whether or not a conflict exists, it is better to seek the guidance of the Director of Teacher Education and Assessment and/or to err on the side of caution.

**Conflicts of Interest:** The following principles should guide prospective and actual team members to ensure that conflicts of interest do not mar the credibility of the site visit:

- Team members should not have close, active association with the institution to be visited.
- Team members should not serve if they or a family member have ever attended or been employed by the institution or have applied to the institution for enrollment or employment.
- Team members should not serve on a team visiting an institution where they have been paid as consultants, served as commencement speakers, received honorary degrees, or otherwise profited or appeared to profit from service to the institution.
- Team members should not serve on a team visiting an institution from the same region of the state or an institution with whom they are perceived to be in competition (for students

- or programs).
- Team members should not serve on teams visiting institutions with which they have close personal or professional relationships. (However, acquaintances or professional interactions with individuals at an institution do not automatically rule out the possibility of serving on a team.)
- Team members should exclude themselves from teams when they feel there is some predisposing factor(s) that could prejudice them, positively or negatively, with respect to the institution.

**Confidentiality:** All elements of the program approval process are to be treated in the most private and professional manner. These elements include the Unit and program report(s), self studies, portfolio contents and quality, documentation, content of questions and answers, discussions, interpretations, analyses, team decisions, and the content of the MoSTEP Program Approval Report and Recommendations. Both ethical and legal considerations demand that information from the program approval process not be used for purposes other than program review and approval, unless expressed written permission is obtained *from the institution being reviewed*. Thus the documents involved in the program review and approval process are the property of the institution and cannot be used without the written permission of the institution.

**At the beginning of each site visit, the team chair should read the following statement to the assembled team:**

*Members of MoSTEP program approval teams are reminded that confidentiality is an integral part of the program approval process. The teams must have access to sensitive information in order to conduct reviews of professional education Units and their programs. All site visit participants must protect the confidentiality of this information. Unless indicated otherwise, all on-site review materials, all information obtained on site, and all discussions related to approval of Units and their programs are confidential. Please remember that confidentiality has no expiration date – it lasts forever.*

Discussions of the institutions visited by MoSTEP review teams should be limited to team meetings. Specific institutions should not be discussed with other trained team members unless they were on the same Site Team at the institution being discussed. Discussions may be overheard anywhere by people one does not realize may be associated with that institution. If asked about a program or Unit one has reviewed, one should indicate to the questioner that the information is confidential. Of course, team members are free to discuss the MoSTEP Procedures and Standards with others and to continue to make recommendations to the DESE staff for improving them.

## **The Standards**

The Missouri Standards for Teacher Education Programs (MoSTEP) are the standards Site Team members must use to review Units and programs seeking approval to recommend teacher for certification by the MSBE. (See Appendix 1, “Missouri Standards for Teacher Education Programs”) MoSTEP is a set of standards statements, Quality Indicators, and Performance Indicators intended to clearly define the MSBE’s expectations for how Units and programs are to be structured and implemented, and the quality of the professional candidates they prepare.

For the team’s convenience, rubrics for the Unit standards and for the beginning teacher Quality Indicators have been developed and are made available for training and for application during the site visit (See Appendices 2 and 4, “Unit Rubrics” and “Portfolio Review Rubrics”).

The standards, procedures, and rubrics comprising MoSTEP were developed, reviewed and recommended to the MSBE by representatives of all 36 teacher preparation Units in Missouri, as well as representative k-12 educators, representatives of two-year colleges and a representative of the Missouri Coordinating Board for Higher Education (CBHE). The MSBE adopted the MoSTEP Procedures and Standards in 1999, which was the pilot year of the system’s implementation. Full implementation of MoSTEP began in January 2000.

The first five years of full implementation are being viewed by DESE and the MSBE as formative years, allowing Units to begin refining their programs, policies and procedures to reflect the new standards. During the first five years, considered initial visits for all institutions, teams will be looking for progress and planning toward full compliance with MoSTEP, as well as the quality of existing programs. Reviews subsequent to the first five years of MoSTEP will be considered continuing visits.

### **Reading the Unit and Program Documentation Prior to and During the Site Visit**

Site visits are not “fishing expeditions” trying to catch a Unit in mistakes. Rather, the site visit is a careful and professional “critical friend” activity intended to assist the Unit in continuous renewal of its curriculum and programs. In service to this critical friend work, team members will spend substantial amounts of time reading documentation provided by the institution to form early impressions and develop issues and questions to be pursued in interviews and within other sources during the visit itself. Such early reviews help focus the site visit. To aid this, prior to and during the site visit, team members will be reviewing a number of pieces of documentation provided by the institution.

At least two weeks in advance of the site visit, the team will receive from the Unit a packet of background information, which includes the institutional report. Team members should review these documents prior to arriving at the institution. From them, members should begin to develop a sense of the Unit’s mission and conceptual framework, how programs are structured, the kinds of clinical experiences required of candidates, and expectations held for the candidates. Moreover, team members should be able to get a first glance at the demographic makeup of the Unit/campus and the faculty makeup and workload.

Questions which arise in a team member’s mind during this early review should be noted so that they may be addressed during the site visit. MoSTEP Site Visit Teams begin their evaluation of programs and the Unit within which they reside by reviewing program data. No single data source dooms or saves a program; rather, team members should view the data set holistically in

order to identify patterns across the data and to identify questions to pursue via other program documentation (e.g., syllabi, faculty vitae, Conceptual Framework, etc.) and via interviews with students, faculty, administrators, and public school colleagues.

Team members' jobs are made easier or more difficult depending on the degree to which Unit and program faculty have

1. compiled the data needed for the review,
2. presented the data in easy-to-understand formats, and
3. analyzed the data.

Over the course of the site visit, team members will examine the following data for each program seeking approval:

✓ **OUTPUT DATA**

- Test Results (*entrance tests* – C-BASE <sup>1</sup>, ACT/SAT, GRE/MAT; *unit/departmental tests*; and *exit tests* – PRAXIS, SLLA, SSA)
- Candidate Portfolios
- “Quality-Indicator” Based Follow-Up Surveys of Graduates and Their Employers

✓ **INPUT DATA**

- Curriculum Matrices (subject-matter & “pedagogy”)
- Compliance with DESE Certification (Course & Credit-Hour) Requirements

✓ **UNIT & PROGRAM REFLECTIVE ANALYSIS DATA**

- Baseline Report (1998-1999 data)
- Annual Report(s) (1999-2000 data)
- 5<sup>th</sup> Year Summative Report or *Institutional Report* (site visit year)

The standards in MoSTEP intentionally establish both challenging goals and an expectation that programs must clearly articulate their objectives, continuously evaluate themselves against the performance of their graduates, and continuously evolve to improve the performance of future graduates. Therefore, members of a Site Visit Team have the dual responsibility of not only assessing the degree to which programs *currently meet* the Standards, but also of reflecting the degree to which programs are *moving toward meeting* the Standards.

As team members analyze data, they should keep in mind the same kinds of questions they ask their own students to consider in reflecting on their teaching experiences:

- What is the program doing to prepare educators to meet their performance expectations?
- Why is the program doing it?
- How do program faculty know that what they are doing is working? What kind of assessment process have they implemented to find out? (*This is a MOST important*

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<sup>1</sup> For undergraduate programs, there is also the question of the degree to which the “General Studies” component contributes to the preparation of the beginning teacher (MoSTEP 1.1). C-BASE offers but one means for evaluating the impact of general studies; that is, it will give some indication of the impact of the communications, history, literature, mathematics, sciences, and the social sciences components of the general studies curriculum. It will not provide such an indication for the arts, philosophy, or multi-cultural and global perspectives components of the general studies curriculum. Therefore, units & programs need to identify and provide team members information on additional measures.

*component!)*

- What have they identified that could be working better?
- How are they defining goals, objectives, time lines, benchmarks, milestones to track their implementation of these new ideas?

### **What to Look for in the Conceptual Framework**

Broadly speaking, a Unit's (or Program's) Conceptual Framework needs to include:

- Mission and Philosophy for –
  - the institution within which the Unit operates
  - the educator preparation Unit
  - the individual programs within the Unit
- Beliefs about teaching, learning, teachers, learners (all & each), the role of education in the community & in the broader democratic society, & the preparation of educators
- Specifically cited knowledge bases upon which those beliefs rest; knowledge bases must clearly rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.
- Translation of beliefs and knowledge base into a coherent curriculum; i.e. it must provide a rationale and coherent structure for course work and field experiences
- Performance outcomes for –
  - candidates
  - programs (e.g., elementary education or secondary French education)
  - unit
- An Assessment plan (for candidates, for Programs, for the Unit)

Furthermore, the conceptual framework must exhibit the following characteristics:

- It must be well articulated and shared among professional education faculty, candidates, and other members of the professional community.
- It must reflect multi-cultural and global perspectives.
- It must make clear the Unit's (and Programs') commitments to preparing educators ready to assume responsibility for increasingly diverse student populations and ready to integrate current technology into their practice.

**Useful Definition of Conceptual Framework** (sources: MoSTEP Standard #2 & NCATE 2000 Standards, p.12-13)

*The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one institution from those of another.*

*Faculty members in the unit are expected to collaborate with members of their professional community in developing a conceptual framework that establishes the vision for the unit and its programs. The conceptual framework provides the basis for coherence among curriculum, instruction, field experiences, clinical practice, assessment, and evaluation. It*

*makes explicit the professional commitments and dispositions that support it, including the commitment to acquire and use knowledge on behalf of P-12 students. It reflects the unit's commitment to diversity and the preparation of educators who help all students learn. It reflects the unit's commitment to the integration of technology to enhance candidate and student learning. The conceptual framework also provides a context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators. (underscoring added for emphasis)*

NCATE further offers the following useful **Indicators for Conceptual Frameworks** (NCATE 2000 Standards; p. 13)

**Shared Vision:**

*The unit's conceptual framework(s) describes the vision and purpose of a unit's efforts in preparing educators to work in P-12 schools. It is well-articulated, knowledge-based, and consistent with the institution's mission.*

**Coherence:**

*The unit's conceptual framework(s) provides a system for ensuring coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.*

**Professional Commitments and Dispositions:**

*The unit's conceptual framework(s) clearly articulates its professional commitments to knowledge, teaching competence, and student learning. It has outlined the dispositions that the faculty value in teachers and other professional school personnel.*

**Commitment to Diversity:**

*The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates to support learning for all students and provides a conceptual understanding of how knowledge, dispositions, and skills related to diversity are integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.*

**Commitment to Technology:**

*The unit's conceptual framework(s) reflects the unit's commitment to preparing candidates who are able to use educational technology to help all students learn; it also provides a conceptual understanding of how knowledge, skills, and dispositions related to educational and information technology are integrated throughout the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.*

**Candidate Proficiencies Aligned with Professional & State Standards:**

*The unit's conceptual framework(s) provides the context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.*

## **What to Look for in Beginning Teacher Candidate Portfolios**

**Purpose of Portfolios:** To provide evidence of the program's impact on the beginning educator's learning.

### ***What Team members Need At Hand to Review Portfolios:***

- Performance Expectations for Each Professional Role (i.e., Beginning *Teacher* Quality Indicators, Beginning *Administrator* Quality Indicators, etc.)
- Scoring Rubrics for Beginning Teacher Portfolios (**Note:** Scoring rubrics are not yet available for beginning administrators or counselors; however, programs for those fields should be expected to provide team members with the scoring criteria they have been using.)

### ***What to Look For and What to Look Out For***

1. The unit of analysis for portfolios is the Quality Indicator – not the individual “Performance” Indicators. On the one hand, that means that candidates’ portfolios must reveal evidence of the entirety of each Quality Indicator; on the other hand, it also means that no single portfolio should be expected to reveal every Performance Indicator.
2. Regardless of which Quality Indicator a candidate is demonstrating, team members should expect the following from candidates:
  - ability to link theory and practice;
  - inclination and ability to assess the impact of his/her actions on self and others;
  - documentation of what the candidate knows and is able to do relative to the MoSTEP Quality Indicators for the Beginning Educator (i.e., teacher, administrator, counselor).
3. Some candidates’ portfolios will fail to provide sufficient evidence for team members to determine whether or not the candidate has met a Quality Indicator. Other candidates’ portfolios will provide sufficient evidence for team members to say that the candidate does or does not meet a Quality Indicator. In other words, team members should use “insufficient evidence” only in those instances in which the candidate genuinely failed to provide the evidence team members need (and rubric requires) to make a determination.
4. Team members should anticipate that candidates’ portfolios will not necessarily “compartmentalize” knowledge precisely in the way team members might have or in the way that team members are teaching their own students to do so; therefore, members should plan to review the entire portfolio prior to deciding whether or not the candidate meets or does not meet the expectations of the Quality Indicators and the rubrics.
5. Team members should **not** expect candidates’ portfolios to demonstrate the full range of “subject-matter” competencies. Members must remember, portfolios are much better at demonstrating depth than they are at demonstrating breadth. That is why other means are used to assess candidates’ breadth of subject-matter knowledge.
6. Since the vast majority of portfolios available for Site Team review will be teacher portfolios (as opposed to beginning administrator or counselor portfolios), the remainder of this section will focus exclusively on teacher portfolios. In general, each Quality Indicator requires “understanding” of a body of professional knowledge **AND** a demonstration of the candidate’s ability to “apply” that professional knowledge to the

classroom.

What follows simply identifies what each Beginning Teacher Quality Indicator requires of pre-service teachers' portfolios:

**Q.I. 1** raises **three** expectations for candidates: demonstration of their

- understanding of the “central concepts, tools of inquiry, and structures of the discipline,”
- understanding of how those concepts, tools, and structures function “within the context of a global society,” and
- the ability to “create learning experiences *that make THESE aspects of subject matter* meaningful to students.”

**Q.I. 2** raises **two** expectations for candidates: demonstration of their

- knowledge of “how students *learn* and *develop*” (physically, socio-emotionally, & intellectually) and
- ability to “provide learning opportunities that support the *intellectual, social, and personal development* of all students.”

**Q.I. 3** raises **two** expectations for candidates: demonstration of their

- knowledge of “how students differ in their approaches to learning” and
- ability to “create instructional opportunities that are *adapted to diverse learners*.”

**Q.I. 4** raises **three** expectations for candidates: demonstration of their

- recognition of the “importance of long-range planning and curriculum development,”
- ability to “develop, implement, and *evaluate* curriculum,” and
- ability to develop curriculum “based on **student, district, and state** performance standards” (i.e., at minimum, district curriculum guides, *Show Me Standards*, and *Missouri Frameworks for Curriculum Development* for the subject(s) and grade range(s) they teach)

**Q.I. 5** raises **four** expectations for candidates: demonstration of their

- knowledge of a variety of instructional strategies (*not to be confused with “instructional activities”*), materials, and technologies;
- understanding of the characteristics of higher-order thinking (i.e., “*critical thinking, problem solving, and performance skills*,” as well as their understanding of how these skills are distinguished from lower-order cognitive skills);
- ability to align (and vary) their choice of instructional strategy with (a) their instructional objectives and (b) their students’ individual needs; and
- ability to “*use a variety* of instructional strategies” for the purpose of encouraging “students’ development of *critical thinking, problem solving, and performance skills*.”

**Q.I. 6** raises **three** expectations for candidates: demonstration of their

- knowledge of “individual and group motivation,” (i.e., motivational theories)
- knowledge of individual and group “behavior,” (i.e., behavior management theories, strategies, and techniques) and

- ability to “create a learning environment that encourages ***positive social interaction, active engagement in learning, and self-motivation.***”

**Q.I. 7** raises **three** expectations for candidates: demonstration of their

- knowledge of and ability to “**model**” “effective ***verbal, nonverbal, and media communication techniques***” and technologies (*i.e., communication theory, questioning and discussion [vs recitation] strategies & techniques*)
- knowledge of and “sensitivity to” “cultural, intellectual, and physical ability differences in classroom communication and in response to students’ communications,” and
- ability to use this knowledge “to foster ***active inquiry, collaboration, and supportive interaction*** in the classroom.”

**Note:** Although not overtly required by this Quality Indicator but given the significant relationship between reading and writing skills and student performance on the Missouri Assessment Program (MAP), candidates must demonstrate their

- understanding of the impact of verbal communication skills (particularly written communication) on students’ academic performance and
- ability to improve students’ reading and writing skills across the curriculum (*i.e., “supports and expands learner expressions in speaking, writing, listening, and other media”*)

**Q.I. 8** raises **two** expectations for candidates: demonstration of their

- knowledge of “**formal and informal** assessment strategies” (*e.g., “observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests”*) and
- ability to use both categories of assessment strategies to “**evaluate and ensure the continuous intellectual, social, and physical development** of the learner” (*i.e.,*
  - to evaluate the impact of instruction on the whole class and on individuals;
  - to “maintain useful records of student work and performance”;
  - to empower students to self-assess by providing instruction in and opportunities to self-assess, by providing concrete and specific feedback to learners and colleagues, etc.)

**Q.I. 9** raises **three** expectations for candidates: demonstration of their

- understanding of what it means to be a “**reflective practitioner**” (*i.e., someone who “continually assesses the effects of choices and actions on others”*),
- ability to “actively seek out opportunities to grow professionally,” and
- ability to use “**assessment and professional growth** to generate more learning for more students.”

**Q.I. 10** raises **two** expectations for candidates: demonstration of their

- understanding of the **role of collaboration** in the educational process and
- ability to “**foster relationships** with school colleagues, parents, and educational partners in the larger community” to “***support student learning and well-being.***”

**Q.I. 11** raises **three** expectations for candidates: demonstration of their

- knowledge of technological equipment and software,
- ability to select appropriate technology applications for instruction, and

- skill in using the technology in teaching.

### **What to Look for in Entrance & Exit Test Score Data**

***Purpose of Test Score Data:*** To reveal the program's impact on student learning – in this case, breadth of subject-matter knowledge.

***What Team members Need At Hand to Review Test Score Data:***

- **five** years of data *disaggregated by program* (vs. Unit-wide)
- state qualifying score for each test
- number of students each year who took the test and percent of test-takers who passed the test
- state pass rate & average qualifying score (**Note:** This is useful information, but it has not been required of programs.)

***What To Look For and What To Look Out For:***

Team members should:

1. Verify that the unit has provided *program-specific* data. Unit-wide data will **NOT** assist team members in assessing the impact of curriculum and instruction on programs. Print-outs organized by candidate name require team members to compile program data. This should NOT be team members' responsibility; the program should have provided data in the form that team members need.
2. Identify patterns in the scores. For example, if a program's candidates consistently score significantly above the state qualifying score, team members will report that observation in their program report. If a program's candidates consistently demonstrate difficulty passing the required test, team members will report that observation in their program report. In either case, team members would want to investigate how the program faculty explain the phenomena.
3. Identify anomalies in the scores. For example, if team members observe that scores dip (or rise) dramatically in one year, then they would want to investigate how the program faculty explain the anomaly.
4. Be wary of over-interpreting small "n"s. For example, a program revealing a 50% pass rate, but with only two candidates taking the test, is a very different situation from a program with a 50% pass rate and 150 candidates taking the test.
5. Identify programs for which there are no test takers. Team members will report this observation in their report on the program.

## **What to Look for in Follow-Up Survey Data**

***Purpose of Follow-Up Survey Data:*** To assess the opinions/perceptions of graduates and graduates' employers (e.g., building principals) on the effectiveness of their preparation program -- ***based on the Quality Indicators for their professional role*** (teacher, administrator, counselor, library/media specialist).

### ***What Team members Need At Hand to Review Follow-Up Survey Data:***

- a copy of the survey instrument(s) (if the instrument(s) is not obviously organized according to the Quality Indicators for the field, the program and/or the Unit should provide team members a translation key.)
- survey disaggregated by (a) program and (b) source of data (i.e., 1<sup>st</sup>-year graduate, 2<sup>nd</sup>-year graduate, employer)
- an indication of the rate of response received by the program (e.g., 210 surveys were administered to elementary education graduates; 70 surveys were returned)
- the Unit's and program's analysis of the data

### ***What To Look For and What To Look Out For:***

Team members should

1. Verify that the unit has provided ***program-specific*** data. Unit-wide data will **NOT** assist team members in assessing the impact of program curriculum and instruction on the preparation of candidates. Where a report of "elementary" graduates will show team members want they need to know about the elementary program, a report of "secondary" graduates tells them nothing about individual secondary programs. Should team members encounter data presented by "level" (early childhood program, elementary program, middle school program, secondary program), they should draw what inferences they can from the data available.
2. Verify that the unit has provided data on each Quality Indicator. Although some units are collecting data at the "Performance" Indicator level, they are not required to do so. Should team members encounter information at such a level of specificity, their reports should reflect that the Unit has gone beyond the minimum requirement.
3. Verify that the questions asked appropriately reflect the Quality Indicator (vs. focusing, for example, on a single Performance Indicator or focusing on an overly narrow interpretation of the Quality Indicator.)
4. Identify patterns and anomalies in the data. Patterns of strength or weakness, as well as anomalies in the data, should be investigated and explained in team members' reports.
5. Be wary of over-interpreting small "n"s.
6. Identify programs for which no data were provided or for which incomplete data were provided (e.g., graduate data were provided but not employer data). Team members will report this observation in their reports on the program.

## **What to Look for in Curriculum Matrices**

**Purpose of Curriculum Matrices:** To reveal the degree to which programs are providing candidates sufficient opportunity to learn and practice what is expected of them as defined by the Quality and Performance Indicators for their job responsibility.

### ***What Team members Need At Hand to Review Matrices:***

- *Subject-Specific Competencies for the Beginning Teacher in Missouri*  
**Note:** The knowledge-base for Administrators and Counselors is identified within each of the Quality Indicators for their job responsibility.
- Quality/Performance Indicators for the job responsibility (teacher, administrator, counselor)
- Unit/Program Course Titles & Numbers

### ***What To Look For and What To Look Out For:***

Team members should

1. Verify that **BOTH** *subject-specific competencies* (or the analogous knowledge base for administrators or counselors) and *performances* are revealed in one or more matrices
2. Verify that **EACH** *competency* and **EACH** *performance indicator* for the field is identified in the matrix

**Note:** Competencies have been articulated with varying degrees of specificity. In some instances, *competencies* and *strands* are the same (e.g., English, Health, Physical Education); in other instances, strands are further defined by individual competencies (e.g., Mathematics, Unified Science). Moreover, in many instances, competencies are not identified for each *level* of candidate (e.g., the elementary candidate, the middle school candidate, the secondary candidate); programs are responsible for revealing how they are determining breadth and depth of coverage of the competencies. Programs are responsible for identifying where they are teaching individual competencies; therefore, if a program's matrix reveals only the strand, it is incomplete. Analogously, programs must identify individual *Performance Indicators* rather than just revealing where across the professional education curriculum faculty are addressing the *Quality Indicators*.

3. Verify thoroughness and appropriateness of coverage and/or identify gaps and spaces in coverage. For example, a subject-matter matrix might reveal that the entirety of a strand has been assigned to a single course typically taken by students in their sophomore year. Such a discovery would lead team members to investigate how, or whether, competencies within the strand are being addressed in the students' upper-division course work. Alternatively, a matrix might reveal that every competency is being taught in every course; such a discovery would lead team members to investigate (e.g., via syllabi) how faculty are accomplishing such coverage.

**Note on Difficult Presentation Formats:** Unfortunately not all programs will provide team members with easy-to-understand formats. For example, team members may confront a two-column format in which the program identifies a block of competencies in one column and a list of course numbers in the other column. This format makes it very difficult for team members to determine how systematically the competencies and/or performances have been distributed throughout the curriculum. When team members

confront this format, they will need to pursue clarification via other means (e.g., syllabi, interviews with program faculty, etc.).

4. Verify that regardless of what optional (or elective) courses students may elect, they confront the same competencies. In other words, when the program has provided students choice among courses, it must demonstrate that the options are indeed comparable. For example, a matrix might reveal that students choose from amongst Courses A, B, and C; therefore, the matrix should document that the courses are indeed comparable. If team members were to discover that Course A identified three competencies, but that Courses B & C did not identify those same three competencies, then team members would want to pursue the question of how (or where) students who selected Courses B & C were acquiring all three competencies.
5. Programs seeking NCATE accreditation have the option of submitting their NCATE Folio in lieu of a separate Missouri matrix. However, regardless of whether the program's Folio has been accepted by NCATE, the program must still document where it is addressing Missouri's requirements -- even when Missouri's subject-specific competencies or performances are different from (or more typically, more specifically stated than) those of the Professional Society to whom they have submitted their Folio.

### **How to Verify Compliance with Certification Requirements**

***Purpose of Verifying Compliance:*** To verify that the program is requiring its students to take the courses (and the credit hours) stipulated by DESE's Certification Section.

***What Team members Need At Hand to Verify Compliance:***

- DESE's Requirements for the Area of Certification (Elem Ed, English, Math. Etc.)
- Program Courses of Study (frequently available in "Advising Sheets")

***What to Look For and What to Look Out For:***

1. This verification is frequently very straightforward. Team members simply compare program requirements against Certification course and credit-hour requirements. Their reports will then include a sentence stating that the program is requiring course work that meets Certification requirements. Deviations observed will require more explanation.
2. The comparison can, however, get more complicated when a program has integrated or otherwise combined Certification requirements. For example, DESE requires all candidates for initial licenses to study psychology of the exceptional child. Many programs have understandably incorporated this material into other courses taken by their students. In an ideal situation, program faculty will have simplified team members' task by identifying where in their curriculum they are satisfying Certification requirements. In less than ideal situations, team members will need to investigate how and/or in which courses faculty have assigned the material. ***Remember, the Team's approval means that students completing the program have in fact satisfied the requirements for the certificate they seek.***

## **What to Look for in Annual Reports (AR) & the Institutional Report (IR)**

***Purpose of MoSTEP Annual Reports:*** to document on a year-to-year basis qualitative and quantitative information about the Unit and its progress toward meeting the standards and to apprise DESE of that progress

***Purpose of MoSTEP Self-Study:*** to compile, analyze, and interpret Unit and program information since the last site visit

***What team members need at hand to review Annual & Self-Study Reports:***

- MoSTEP Standards and Rubrics
- Report Outlines

***What To Look For and What To Look Out For:***

The following discussion is organized according to the major sections of the Annual Report and the Institutional Report (also known as the “Fifth-Year Summative Report”). After each outline, Team Members will find discussion of what information they should find in the report and to which MoSTEP standard the information principally applies:

## **What to Look for In Course Syllabi**

- Stated Quality Indicators/ Competencies
- References to Show-Me Standards, Curriculum Frameworks, MAP
- Course Objectives/Essential Questions Guiding the Course Content and Instruction and reflective of Conceptual Framework, Program Goals, etc.
- Related Learning Opportunities Tied to the Quality Indicators and Course Objectives
- Field Experiences Tied to Course Objectives and Content
- Portfolio Artifacts Arising From Course-work
- Assessment of Learning (preferably including means of evaluation, e.g., rubrics)
- Technology-related activities
- Diversity-related Experiences
- Bibliography of Textbooks and Related Readings Reflective of Conceptual Framework and Current Research/Best Practice

## **How to Handle Small Programs or Programs with No Recent Graduates**

Since the unit will have only limited (if any) performance data for small programs and for programs with no recent graduates, it will be difficult to establish trends in performance for the program. The bulk of your review, then, will come from other data sources:

- program matrices and folios (i.e., outline and rationale for the program of study)
- syllabi for content and methods courses
- follow-up data from past surveys (perhaps)
- interviews with administrators and graduates (perhaps)
- interviews with faculty members about program rationale and content
- visits to off-site locations where graduates of those programs are presently teaching (perhaps)

If there have been few graduates, there may be one or two past portfolios available. One might request these in addition to the random sampling already provided by the institution.

### **ANNUAL REPORTS**

***Introduction*** – Reflection on Projected Goals from Previous Year's Baseline or Annual Report

***Part 1*** – AACTE/NCATE JDCS FORMS A & B + Missouri Addendum:

- Section 1: Programs for Which Approval Is Sought
- Section 2: TE-1, TE-2, TE-3
  - TE-1: changes occurring during the ***report year*** that affect the unit
  - TE-2: additions or deletions of certification programs
  - TE-3: changes made in specific certification programs since the last report

***Part 2*** – Student and Post-Graduate Assessment System

***Part 3*** – MoSTEP Standards-Based Assurances/Alterations

***Part 4*** – Projected Goals & Plans of Action for the Coming Year

***Required Appendix*** – Student and Post-Graduate Assessment Data Tables (by instrument and disaggregated by ***program***), including surveys of graduates and their employers

#### ***What Team Members Will Find in Annual Reports:***

Each annual report begins and ends with goal-setting (Introduction and Part 4). In these sections, Team Members will find the Unit's analyses of its progress toward achieving the previous year's goals and its outline of goals for the next year. Information from this section will be useful in determining the degree to which the Unit is progressing toward compliance with the Standards and the directions in which the Unit is evolving.

***Part 1*** of each Annual Report is the AACTE/NCATE Joint Data Collection System (JDCS) Forms A & B, along with the NCATE and Missouri Addenda, which provides considerable quantitative information team members will use in understanding institutional context, size & scope of programs, demographic characteristics of the study body relevant to MoSTEP Standard 4 (Candidates), a host of information relevant to MoSTEP Standard 5 (Faculty), and information relevant to MoSTEP Standard 8 (Resources):

- institutional context (e.g., whether the institution is public or private, with whom it is

- affiliated, etc., see sections A-1 through A-12) ,
- the size and scope of its programs (see sections B-1 and B-3 for both numbers of candidates in process and the number of completers for the reporting year),
- demographic characteristics of student population (see sections B-2 and B-5)
- demographic characteristics of faculty juxtaposed against FTE employment status (see sections B-7 and B-8)
- how the Unit apportions teaching and supervision responsibilities (sections B-9 and B-10)
- Personnel, Internal and External Funding Resources, and Library Expenditures (see sections B-11 and B-12)

The “JDACS Addendum” reveals Unit perceptions of how it is incorporating performance-based assessments into instruction and program evaluation, information that in conjunction with Part 2 of the report will be useful to team members in assessing MoSTEP Standard 2 (Program and Curriculum Design).

Finally, attached to the JDACS report, team members will find the Unit’s responses to the Missouri Addendum questions in which the Unit briefly describes major changes affecting the Unit, as a whole and in individual programs, including additions or deletions of programs, as well as any internal or external evaluations of the Unit.

**Part 2** of each Annual Report outlines the Unit’s implementation of a coherent **system** of candidate and program assessments, a system that is required to include, but not be limited to, summative portfolios. In conjunction with the JDACS NCATE Addendum, this section will provide insight into the Unit’s compliance with MoSTEP Standards 1 and 2; depending on how comprehensive a system the Unit has devised, Part 2 may also provide information on Standards 3 (Clinical Experiences), 4 (Candidates), 5 (Faculty), and 7 (Professional Community).

**Part 3** of each Annual Report summarizes (briefly) the Unit’s progress and/or status relative to each of the eight MoSTEP standards.

**Part 4** sets out the Unit’s goals for the coming year, which should be reviewed in the next year’s report, thus bringing each reporting year full circle.

The “**required appendix**” to each Annual Report should compile test score data and follow-up survey data for that reporting year.

**5<sup>TH</sup> YEAR SUMMATIVE REPORT** – otherwise known as the “Institutional Report” or the “Self-Study”

- **Part 1** -- Unit and Program Characteristics
  - ✓ (see “Part 1” of Annual Report)
  - ✓ Summary & Analysis of Quantitative Data (trends, conclusions, projected actions)
- **Part 2** – Summary and Analyses of Status of and/or Progress Made Toward Implementing MoSTEP Standards (by category)
  - ✓ Design of Professional Education (MoSTEP standards 1.1, 2, & 3)
  - ✓ Candidates (MoSTEP standard 4)
  - ✓ Faculty (MoSTEP standard 5)
  - ✓ Unit (MoSTEP standards 6, 7, & 8)
- **Part 3** – Summary & Analysis of Student and Post-Graduate Assessment **System** and Resulting **Data** (trends, conclusions, projected actions)

- **Part 4** – Continuous Improvement Projected Goals for the Next Five-Year Cycle (goals, rationales, actions to be taken, milestones to be tracked, implementation time lines)
- **Required Appendices**
  - student and post-graduate assessment data tables (by instrument and disaggregated *[by program]*), including surveys of graduates and their employers
  - sample assessment instruments (classroom, program-wide, unit-wide)
  - program descriptions

***What Team Members Will Find in Institutional Reports:***

The principal distinction between “annual” reports and the “self-study” report is that the self study is intended to compile and analyze the findings of the preceding annual reports. In this sense, the self-study is the Unit’s opportunity to exhibit the kind of analytic reflection we are expecting of our students. Units are directed to “Reflect on **trends** which your institution has identified, **conclusions** you have drawn from those trends, and **actions** you plan to undertake based on those findings.”

**Part 1** again focuses on quantitative data compiled in JDCS data forms and addenda.

**Part 2** focuses on the eight MoSTEP standards; however, the discussions are grouped into categories consistent with the NCATE self study.

**Part 3** focuses on the Unit’s **system** of assessments. Teams should see descriptions and documentation of the Unit’s **system** of assessments; how assessment data have been analyzed and interpreted; and what actions are planned by the Unit and the programs to apply what they have learned from their assessment system.

**Part 4** projects major goals, actions, and time lines for the next five-year cycle. Teams should see the following:

1. **measurable** goals (If they are not measurable, then they do not meet the requirement.)
2. a plan of action for each of goal
3. an implementation schedule for each goal
4. recognizable milestones to which the Unit will refer in subsequent MoSTEP Annual Reports.

The **required appendices** include not only program-specific data (test scores, follow-up survey data, etc.), but also program descriptions and samples of the various assessments being used across the Unit (i.e., examples of assessments used within courses, examples of assessments used across programs and across the Unit).

## Standard-by-Standard Highlights

This final discussion emphasizes particular information team members should be looking for in the information provided by the Unit and the individual programs residing within the Unit. But first, a few caveats about evaluating the information the Unit is providing team members in its reports, particularly the information provided in the Self Study:

1. Units have been encouraged to focus their narratives on those areas in which they
  - are exhibiting excellence,
  - are achieving a creative edge, and/or
  - are experiencing dilemmas.
2. Because the MoSTEP standards are not only new, but also because they represent a high standard, it is important to acknowledge Unit and program efforts to identify where they need improvement. Therefore, Units have been encouraged to be honest with the Team. When team members are not convinced that some feature of a program or the Unit is meeting a standard, they should investigate how the program or the Unit intends to move forward. Clearly articulated goals, plans of action, and assessment strategies (e.g., those identified in the Annual Reports and the Self Study) should be acknowledged as evidence of a program moving in the right direction.
3. Team members' unit of analysis is the "standard" – not individual "quality indicators" (**with the important exception of the Quality Indicators for Standards 1.2, 1.3, and 1.4**). This is an important distinction to keep in mind as team members are evaluating and writing about programs and the Unit. Because Self Study page-limit constraints do not allow the Unit to write to each Quality and Performance Indicator, Team members need to weigh the preponderance of evidence presented for the Standard.

## The Organization of the Institutional Report

### CATEGORY 1:

**Standard 1.1** – General Education: Description **AND assessment** of General Education component of the teacher's preparation

**Standards 1.2, 1.3, & 1.4** – portfolios, entrance & exit test scores, surveys of post-graduates and their employers

**Standard 2:** "The unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated."

### What team members should expect to see relative to Standard 2:

- How the institution's and the Unit's mission statements are related to and supportive of each other; what faculty believe about teaching, learning, teachers, learners, and the communities in which schools reside and function
- An explication and application of the literature/research base upon which programs have been built; and how programs are using that knowledge base to design, assess, and continually improve programs

- How programs are structured (i.e., a curriculum design); the Unit's and the programs' expectations of students; and an identification of benchmarks by which candidates' progress through programs is assessed (i.e., benchmarks – performance-based and traditional things like GPA)
- A description of whom was involved in shaping the Conceptual Framework and the roles they had in the process (advisory, rubber-stamping, contributing authors)
- How the Unit and individual programs have shared the Conceptual Framework with everyone with whom students come into contact (content area faculty & other campus units, partnering schools, cooperating teachers, field-placement cooperating teachers, students, building principals, etc.)
- A description of how, by what means, and on what schedule the Unit and its programs are **continuously evaluating** the Conceptual framework

**Standard 3:** “The professional education unit ensures that clinical experiences for programs are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.”

For **each** program, team members should expect to see descriptions of

- when clinical experiences occur;
- how often (or on what schedule) they occur;
- in what ways students' clinical experiences ensure that they have interacted with a diverse student population;
- with what courses these experiences are associated;
- how the experiences are integrated into course work;
- who supervises and evaluates the student's performance in clinical experiences;
- by what criteria students are evaluated; and
- by what criteria, by whom, and on what schedule clinical sites are evaluated.

## **CATEGORY 2: CANDIDATES**

**Standard 4:** Candidates – “The unit has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.”

Team members should see descriptions and supporting documentation concerning the following:

- recruitment plan – including, but not limited to, recruitment for diversity
- admission process
- advising and retention procedures
- quantitative and qualitative (performance-based formative benchmarks) and how the Unit and programs are assessing them
- what the Unit and programs are doing for their graduates (i.e., BTAP)

### CATEGORY 3: FACULTY:

**Standard 5:** Faculty – “The unit has and implements plans to recruit, employ and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.”

In many ways this standard is analogous to the student standard. Again, team members need to see descriptions and documentation of the following:

- that faculty hold appropriate credentials (defined as Masters degree to teach undergraduates; terminal degree to teach graduate students); the requirement applies to adjuncts (e.g., a public school teacher hired to teach a methods course) and to subject-matter faculty who might, for example, teach a General Education math course that elementary majors are required to take
- that faculty are actively involved in the professional community in general and in particular that faculty are regularly involved in k-12 schools
- that the Unit has a recruitment plan – including, but not limited to, recruitment for diversity
- that faculty are involved in teaching, scholarship, and service and that loads appear equitable and reasonable across the Unit and the institution
- that the Unit makes minimal use of adjuncts
- that provisions, encouragements, opportunities, and processes are available to faculty for professional development
- that the institution and the Unit value quality teaching
- that faculty are incorporating diversity training, awareness, and strategies into **EVERY** course
- that faculty -- both Education faculty & subject-matter faculty -- are **MODELING** a variety of instructional strategies
- that faculty are **MODELING** the integration of a variety of technologies into their teaching.

### CATEGORY 4: STANDARDS 6, 7, & 8

**Standard 6:** “Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution’s mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.”

Team members need to see evidence and documentation of the following:

- that the institution has committed itself to the preparation of teachers
- the Unit has authority to manage its affairs

**Standard 7: Professional Community** – “The unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.”

Team members need to see descriptions and documentation of the following:

- breadth of membership in advisory committees (professional education faculty and students, public school colleagues, and subject-area faculty)
- roles, responsibilities, and authority afforded to those committees
- evidence that program curricula are evolving as a function of recommendations received from the professional community

- evidence of collaboration in the design, implementation, delivery, and evaluation of clinical experiences
- evidence that Unit, and ideally institutional, faculty are collaborating with public schools to improve the quality of k-12 education

**Standard 8: Resources** – “The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs.” AND “The unit has adequate resources to support teaching and scholarship by faculty and candidates.”

Team members need to descriptions and documentation of the following:

- that the Unit and programs have sufficient funding to operate and staff reasonably
- that the Unit is receiving funding comparable to other units/divisions within the institution
- that Unit and program instructional resources are current, with a particular emphasis on technology-based resources; and that faculty avail themselves of learning software

Judgments are made at the level of the standards, not based at the Quality Indicator or Performance Indicator level. These judgments are based on the preponderance of evidence uncovered during the site visit. The team will judge each program separately, indicating whether it “meets the standard,” is “not yet meeting the standard,” or offers “insufficient evidence” upon which to base a judgment. These then lead to the team making one of three recommendations for each program: “approval,” “conditional approval,” or “denial of approval.” Findings and recommendations are compiled into a final report to the MSBE which acts on the team’s recommendations. These actions, then, are reported to the institution and Unit.

It is important to remember that the program approval process has been conceived as and should be implemented as a formative evaluation of the Unit and its programs. The intention is to offer the Unit a critical, professional review of its programs, so that it may be assured that it is meeting standards for best practice and performance. The process is also intended to offer the Unit technical assistance as it seeks to continually review and renew its professional programs. With this in mind, the team is reminded that its work demands a critical eye, tempered by professional knowledge and respect for the real in contrast to the ideal.

## **Preparing for the On-site Visit**

Team members should receive their assignments at least a month prior to the site visit. At least two-weeks prior to the site visit, team members should receive from the Unit copies of the baseline report, if appropriate, annual reports from preceding years, the Unit Self Study, course catalog/bulletin, and other materials team members might find useful to begin acquainting themselves with the Unit and its programs. Prior to arriving at the site, the team members should read through, highlight and make notes on the materials as they relate to the standards and programs for which each is responsible. The Director of Teacher Education and Assessment will forward to team members site visit planning forms which will help members sort their initial findings by standard and begin developing questions and areas of interest to pursue on site.

Site Team members should make travel arrangements as soon as possible after receiving their assignments. The Unit being visited will reimburse team members for reasonable travel expenses, such as mileage and meals not provided by the Unit. The Unit will also make all hotel arrangements (single rooms) for the team; these are usually direct billed to the college or university being visited. The team will also have a meeting room with computer and printer at the hotel. Team members are responsible for any personal expenses incurred during the site visit (e.g., personal telephone charges).

Team members normally arrive on Saturday and have a brief team meeting that evening to get reacquainted with the standards and rubrics. Saturday evening, team members are usually given several portfolios to review for the following morning. Sunday is spent completing and reporting out on the portfolio review and on exploring the documentation provided in the Unit's exhibit room. By Sunday evening, the team should have developed a set of issues and questions to pursue in the interviewing and visits to field placement sites.

Monday and Tuesday are devoted to interviews, off-site visits, further data gathering in the document room, and writing individual sections of the team report. Wednesday morning is spent editing and proofreading each member's sections of the team report and finalizing recommendations. After the final team meeting on Wednesday, the team chair and DESE representative conduct the exit conference with representatives of the institution, and the remaining team members are free to return to their homes.

## **Team Decision-Making**

The Site Team is asked during the site visit to practice professional judgment with regard to how well the Unit and its programs are preparing educators for Missouri schools. To aid this process of professional review, team meetings are held daily during the site visit to share findings, data, perceptions, and questions/concerns. Additionally, the team members use each meeting to determine where they are in their work and recommendations and what information, questions, or interviews will still need to be explored before a final determination may be made. The team discussion is focused by the Standards, Quality Indicators, and Rubrics (see Appendices 1, 2 and 4). The team chair facilitates discussions of the group and records progress on the standards and programs being reviewed during the visit. It is the chair's responsibility to keep the team focused on the standards and rubric descriptions during these meetings.

It is important to emphasize again that the team's data gathering, deliberations, and decisions are dependent on a set of agreed-upon standards and expectations. This objective set of criteria for making decisions allows the program review and approval system to be credible in the eyes of

the MSBE, the institutions, and other stakeholders around the state. Professional judgments based on solid data evaluated against set criteria allow for this credibility. It is the difference between guessing and judging. This is not to say that the process and conclusions are entirely objective because the standards are not entirely objective, nor can professional judgments be divorced from experience and human understanding. Sophisticated decisions are not easily objectified and must be informed by the experience and flexibility of the professional making the judgments. To support their recommendations, then, team members must tie the “rationale” for their judgments to these standards and rubrics. Additionally, the writers must support their statements with illustrations and evidence from their reviews of documents and their records of interviews with candidates and on-campus/off-campus educators. In the end, the team must be able to say that they rendered fair and impartial judgments founded on the available data and directly tied to the expressed standards established by the MSBE.

### **Basic Principles and Assumptions Guiding the Work of the MoSTEP Site Team**

The work of the MoSTEP Site Teams must be guided by the following set of principles and procedures. These principles and procedures will assist the team members as they work to reach consensus and make reasoned decisions about whether Units and programs are meeting the MoSTEP standards established by the MSBE.

1. Members of the MoSTEP Site Team review the evidence from the six data points, as well as interviews and other documentation provided by the Unit, to determine whether the Unit/programs are functioning in ways consistent with the expectations set by the standards. *The MoSTEP team only reviews programs leading to certification in Missouri. Other degree programs (e.g., a Master’s Degree in Education not leading to certification) are not the purview of the team.*
2. The Site Team uses the site visit to discover and record specific information, examples, incidents, observations, testimony, and data that support its findings and recommendations.
3. Team members are committed to seeking and reaching consensus during the team deliberations. While individual members present their findings and suggest the recommendation they think appropriate, the whole team must vote to make the final decision regarding each standard and program.
4. The team makes a recommendation to the MSBE based on its determination of whether a standard appears to have been met or not met. The MSBE, however, makes the final determination about the final approval of individual programs.
5. During the first few years of the new program approval process, the team may determine that the evidence is not sufficient to render judgments of some programs (e.g., programs that have had no graduates in the last few years). In such instances, these programs may be given an additional five years to provide evidence to support the efficacy of the program. In the second round of program approval, programs providing insufficient evidence will be determined to have not met the standard and may receive a recommendation of only conditional approval from the Site Team. Units may then use their rejoinders to provide the evidence lacking in the site visit. The Director of Teacher Education and Assessment will review any additional evidence and make recommendations to the MSBE reflecting the new findings.

## Decision-Making Rules for Determining MoSTEP Ratings and Recommended Actions

### ***General Directions:***

1. find the scenario below that best describes your evidence
2. follow the directions for that scenario
  - a. At the Unit-Standard Level
  - b. At the Program-Approval Level

### **A. AT UNIT STANDARD LEVEL OF DECISION-MAKING**

You have completed the rubric for a standard and you see that

***scenario 1: all*** evidence = “met” on the rubric therefore,

- a. your rating = “met”
- b. your report must include specific references to what they “met” (i.e., language drawn from the rubric for the standard)

***scenario 2: preponderance***<sup>2</sup> of evidence = “met”; however, some evidence = “not met” or (possibly) “insufficient evidence” therefore,

- a. your rating = “met” or “progressing” depending on the severity of what is not met or insufficiently evidenced
- b. your report must include BOTH what they have met and what they have not met and/or what they have not provided evidence for (i.e., language drawn from the rubric for the standard)

***scenario 3: preponderance*** of evidence = “not met”; however, some evidence = “met” therefore,

- a. your rating = either “progressing” or “not met” depending on significance of the few things that “met”
- b. your report must include BOTH what they have not met and what they have met

***scenario 4:*** evidence is ***evenly divided*** between “met” and “not met” or “insufficient evidence” therefore,

- a. your rating = either “progressing” or “not met”/“insufficient evidence”
- b. your report MUST reveal BOTH what is met and what is not met, reflecting the even distribution (drawing language from the rubric for the standard)

***scenario 5: preponderance*** of evidence = “insufficient evidence”; however, some evidence = either “not met” or possibly a little “met” therefore,

- a. your rating = “insufficient evidence”
- b. your report must include what they have not provided evidence for, what they have provided evidence for but it is judged to be “not met,” AND what they have provided evidence for and it “met” the standard (drawing language from the rubric for the standard)

***scenario 6: all*** evidence = “not met” and/or “insufficient evidence” therefore,

- a. your rating = “not met” or “insufficient evidence”
- b. your report must include what was not met and what was not provided for in the evidence (drawing language from the rubric for the standard)

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<sup>2</sup> Preponderance is determined by visual (holistic) inspection of the rubrics, i.e., where is most of the highlighting color or where is the most circling or underlining. Quantitatively, preponderance can be defined as more than half of the evidence.

## **B. AT PROGRAM-APPROVAL LEVEL OF DECISION-MAKING**

You have compiled all of the evidence, completed the rubric for standard 1, and you see that

**scenario 1:** *all* evidence = “met” on the rubric therefore,

- a. your rating = “met”
- b. your recommended action = “approval”
- c. your report **MUST** include specific references to what they “met” (i.e., language drawn from the evidence reviewed **AND** from the rubric for standard 1)

**scenario 2:** *preponderance of* evidence = “met”; however, some evidence = “not met” or (possibly) “insufficient evidence” therefore,

- a. your rating = “met”
- b. your recommended action = “approval”
- c. your report **MUST** include **BOTH** what they have met and what they have not met and/or what they have not provided evidence for (i.e., drawing language from the evidence reviewed **AND** from the rubric for standard 1)

**scenario 3:** *preponderance* of evidence = “not met”; however, some evidence = “met” therefore,

- a. your rating = either “progressing” or “not met” depending on significance of the few things that “met”
- b. your recommended action = conditional approval
- c. your report **MUST** include **BOTH** what they have not met and what they have met (drawing language from the evidence reviewed **AND** from the rubric for standard 1)

**scenario 4:** evidence is evenly divided between “met” and “not met” or “insufficient evidence” therefore,

- a. your rating = either “progressing” or “not met”/“insufficient evidence”
- b. your recommended action = conditional approval
- c. your report **MUST** reveal **BOTH** what is met and what is not met, reflecting the even distribution (drawing language from **BOTH** evidence reviewed **AND** from the rubric for standard 1)

**scenario 5:** *preponderance* of evidence = “insufficient evidence”; however, some evidence = either “not met” or possibly a little “met” therefore,

- a. your rating = “insufficient evidence”
- b. your recommended action = conditional approval
- c. your report **MUST** include what they have not provided evidence for, what they have provided evidence for but it is judged to be “not met,” **AND** (if present), what they have provided evidence for and it “met” the standard (drawing language from the rubric)

**scenario 6:** *all* evidence = “not met” and/or “insufficient evidence” therefore,

- a. your rating = “not met” or “insufficient evidence”
- b. your recommended action = denial of approval
- c. your report **MUST** include what was not met and what was not provided for in the evidence (drawing language from the rubric)

## **Conducting the Site Visit**

When the Site Team arrives on campus, the members should be prepared to immediately begin working. They should arrive having read the institutional report and any other information given to them in advance by the Unit or by DESE. Based on this reading, the members should already have begun to develop questions and areas of interest to help focus the site visit. These initial findings should be recorded on the documents themselves and/or on the site-visit planning forms (provided by DESE). While on site, then, the team members will look more closely at the Unit and its programs by reviewing student portfolios and other documentation and exhibits, conducting interviews, touring campus buildings, sitting in on classes, and visiting off-site locations. All the findings from this work and previous reading should give team members all the information needed to write about the unit's and programs' compliance with the standards and make recommendations relevant to their adequacy in meeting them.

In general, the site visit follows a common schedule, though some differences may occur on any given site visit because of particular circumstances or changes negotiated during the pre-visit to the institution.. This template schedule runs from Saturday afternoon of the site visit to noon on Wednesday of the site visit. The template schedule is given below:

### **Saturday**

#### **3:00 to 5:00 p.m. Initial Team Meeting**

Team members meet at the hotel for introductions and orientation to the site visit procedures and schedule to get reacquainted with the standards, and to begin the process of reviewing candidate portfolios. The team chair will take the team through an exercise using the portfolio rubrics to reacquaint team members with the Quality Indicators and use of the rubrics.

#### **6:00 to 8:00 p.m. Team Dinner**

### **Sunday**

#### **9:00 a.m. to 4:00 p.m. Portfolio Review and Examination of Documents in Exhibit Room**

Team members will continue reviewing portfolios and share their findings with other team members to develop an overall picture of the quality of candidates and the programs preparing them. These reviews will lead to additional questions and issues to explore during the remainder of the site visit. Team members also begin to explore the documentation available in the exhibit room, especially relevant to the issues related to their assigned standards and programs. This will include assessment data, syllabi, faculty vitae, minutes of meetings, and survey data. In the process, team members should be developing questions for interviews on Monday and Tuesday. Team members should not expect to complete their document review during this session; additional time will be available on Monday and Tuesday to gather additional information.

#### **6:00 to 7:30 p.m. Dinner with Institutional Representatives**

Team members will be introduced to faculty members, administrators and other stakeholders, and the team chair will give a brief overview of the site visit process. Unit representatives are introduced, and they may present be a brief program regarding the Unit and the institution.

#### **8:00 to 10:00 p.m. Team Meeting at Hotel**

Team members will discuss initial findings and ratings for standards and programs, identifying areas of limited evidence and questions still to be answered. After this, team members may

continue their review of documentation brought from the on-campus work room.

### **Monday**

#### **8:00 a.m to 4:30 p.m. Continue Review of Documents and Additional Data Gathering**

Team members will alternate their time between continuing to explore the available documentation and interviewing faculty members, administrators and students, as well as other stakeholders.

#### **5:30 to 7:00 p.m. Team Dinner**

#### **7:00 to 10:00 p.m. Team Work Session**

Team members will findings from the day's work, especially those that have influenced their perceptions about their assigned standards and programs. The meeting should focus on

1. Concerns remaining about each standard or program
2. Additional information needed by the team to make a judgment

Based on the team discussion, members may identify additional information necessary for the review or additional interviews. The team chair will communicate these additional needs to the Unit liaison as soon as possible to give that person ample time to make the necessary arrangements. Tuesday plans may be revised during this meeting, as well. Team members will want to have begun writing the rationale(s) for some or all of their assigned standards or programs, recording significant findings within each of the major data points.

### **Tuesday**

#### **8:00 to 12:00 Continued Data Collection**

Team members will again alternate interviewing with other information gathering activities. On this day, also, any off-campus visits will occur (i.e., to satellite programs and/or field placement sites).

#### **12:00 noon to 1:00 p.m. Lunch**

#### **1:00 to 4:30 Additional Interviews as Needed**

Team members will conduct additional interviews as needed of specific faculty members or program/area leaders, as well as students and other stakeholders. When not involved in such interviews, team members should be finalizing their data collection and/or be working on their reports.

#### **5:30 to 7:00 p.m. Team Dinner**

#### **7:00 to 10:00 p.m. Team Work Session**

Team members meet to make a final determination relevant to the rating of each standard and program reviewed, as well as to discuss any strengths or weaknesses to be cited in the report. Once this is completed and the team has reached a consensus judgment regarding each standard and program, the team members will continue writing their individual reports, with rationales and recommended disposition. *These final reports are due by Wednesday, 9:00 a.m.*

### **Wednesday**

#### **9:00 to 11:00 a.m. Team Work Session**

Team members arrive at the morning meeting with enough copies of each of their

program/standard reports for each team member, including the chair and the DESE representative. During the meeting members read aloud their final reports for the entire team. This activity is intended to provide editing and proofreading for the various report sections. It also allows team members to evaluate again their decisions and recommendations relevant to each standard and program reviewed. Any changes, major or minor, are recorded by the team chair, who is responsible for correcting the draft report based on the meeting notes. *Each team member is responsible for submitting to the DESE representative one paper copy and one electronic copy (on the 3½-inch diskette provided) of his/her report sections before leaving the Wednesday morning team meeting.*

### **11:00 Site Team Members Depart**

Once the report has been edited and proofread, and when the members have submitted their reports to the DESE representative, they are free to leave the site for home.

### **11:30 Exit Interview**

The Site Team chair and the DESE representative meet with the Unit head and the institution's leadership to give them a summary of the team's findings and to give them the process and time line for completion, review, rejoinder to, and submission of the final program approval report.

## **Interviews**

The bulk of Monday and Tuesday of the site visit is spent in interviews, on- and off-campus. The team should interview faculty, administrators, candidates, cooperating teachers, graduates, principals, and other members of the professional community. The team chair will ask the Unit liaison to arrange the required interviews, but the Unit has the option of suggesting additional interviews to the team chair for possible inclusion. All interviews should be scheduled and arranged by the Unit liaison prior to the site visit. Team members should receive from the Unit a schedule of these interviews, including the names of people expected to attend each interview. Additional interviews can be requested (for follow-up or based on findings within the documentation) by Site Team members. The team chair will forward these requests to the Unit liaison to make arrangements.

Interviews may be conducted in a variety of ways which will allow team members to gather the most information possible. For example, team members may give participants index cards on which to record their responses to one or more general questions about the Unit and its programs. The team might ask general questions and ask for a show of hands. More often, however, the interview will consist of a team member asking specific questions of interviewees or general questions to be answered by those attendees with pertinent experiences or feelings. In general interviews are conducted by at least two team members; to best use time, team members may decide to have fewer interviewers in any given interview session, especially individual interviews. The number of people to be interviewed at one time should not be more than 10. Most interviews may be scheduled for 30 minutes, although some group interviews will require more time and should be allowed 45 minutes to one hour.

## **Interview Planning**

Team members will be well served by developing interview plans prior to entering the interview (see Appendix 11: Interview Planning Form). This plan allows the team members to

identify what group they will be interviewing and what questions they will be asking.

Interviews “off the cuff” rarely provide the kind of information useful to the Site Team. Rather, interviewers armed with specific questions tied to their specific informational needs are more likely to get specific, relevant, substantial information from interviews (see Appendix 12: Sample Interview Questions).

In general, interviews will include three parts:

1. Intro: Make the interviewee feel comfortable and provide any necessary background on the purpose of the interview. Keep this portion of the interview brief.
2. Core: Focus questions on the standards for which information is being sought. Follow-up initial questions as necessary. Take notes. Listen carefully.
3. Conclusion: Summarize principal findings. Ask interviewees if they have any other information they would like to share. Thank the interviewees for their time.

Team members should ask probing questions tied to their reading of the standards and their need for more information about programs and Unit activities; therefore, they should avoid asking “yes/no” questions. Using the planning forms provided will help interviews make their questions substantial enough to warrant their asking. During the interview, team members should ask useful and relevant questions, listen carefully, take notes, request clarification and elaboration as necessary. The following guidelines, adapted from the NCATE Board of Examiners Handbook, will ensure that team members conduct a useful and professional interview.

1. Don’t report findings in the interview; rather use the information to form questions to find out why the findings resulted from studying the programs.
2. Do be aware of the anxiety that interviewees may have. Make them as comfortable as possible during the warm-up period.
3. Don’t talk about “back home” where you do it right or wrong, but different from the institution being visited.
4. Do focus the interview on standards.
5. Don’t dwell on matters about which you are merely curious, but which are not related to the standards. Stay an extra afternoon if you would like to learn more about these activities.
6. Do keep the interview within the time limits for which it is scheduled.
7. Don’t make your questions too terse and be able to explain what information you are seeking.
8. Do ask probing questions as necessary to learn how standards are being addressed.
9. Don’t quote faculty members or others who have made statements that contradict what the interviewee has said.
10. Do keep written notes on the key points made during the interview and summarize them at the end of the interview.
11. Don’t be confrontational in seeking the data needed by the team to make informed professional judgments.
12. Do take a leadership role in planning who will be interviewed and the questions to be asked.
13. Do ask institutional representatives to leave the room while students, cooperating teachers, faculty, and others are being interviewed.
14. Do assure interviewees that the confidentiality of their comments will be preserved and valued.
15. Do make use of teaching techniques appropriate for large class instruction during group interviews.

16. Do work in interviewing pairs as much as possible. When state members and observers are working with an NCATE team, a state representative and NCATE member should be paired when possible.

### **Classroom Observations**

Team members will likely be visiting professional education classes to understand better the quality of teaching and the use of technology within the Unit and its programs. These observations can help inform, clarify or validate the members' findings and perceptions about curriculum and instructional practices. It is a good idea not to rely too heavily on these brief impressions, however, when making evaluative decisions about programs.

The Unit is responsible for letting faculty know that classes may be visited by a team member during the visit. Moreover, the Unit should provide a schedule of classes available on Monday and Tuesday of the site visit. While class observations are helpful, team members should not spend too much of their time visiting classes at the expense of interviews and document reviews.

Team members should try to arrive at the classroom prior to the beginning of the class time. This will allow them to introduce themselves to the professor and explain their desire to observe the class for a brief time only. The member should then choose a place in the room that will allow unobtrusive (as much as possible) observation and easy exit. If the professor gives the team member opportunity to ask questions of the class, he or she may do so. It is best not to take too much time from the class, however.

Observers of classes should keep an accurate record of the classes they attend so that this may become part of the record of the site visit. Remember that an observation is more than simply looking through a door and then moving on. To be counted as a observation, the team member must be in the room for at least 10 minutes, i.e., enough time to see what is going on and to get a feel for the instructional practices being used.

### **Visits to Field Sites**

Team members will visit between two and four off-campus sites (schools) where student teachers are assigned and with whom the Unit has established professional relationships. The Unit should provide a list of schools to be visited, their demographic characteristics, distance from campus, and the type of school. The team chair will select these schools during the pre-visit, and the Unit should arrange the visits in advance of the site visit. In general, these visits ought to represent a cross-section of the sites used by the Unit for its student teaching placements.

One or two team members will be assigned to each school for a visit on Monday and/or Tuesday morning. During the visits, principals and cooperating teachers are interviewed regarding the quality of the Unit's programs and the candidates coming out of those programs as student teachers. In some instances, team members will observe student teachers in the classroom; more likely, however, they may simply be interviewed regarding their experiences. It should also give some information about how field experiences are arranged, managed, and supervised. This is also a good opportunity to explore the nature of the Unit's relationship to the professional community. Team members must keep a careful record of whom they interview,

their positions/titles, schools, and relationship to the Unit (e.g., cooperating teacher, member of the advisory board).

### **Preparing the MoSTEP Program Approval Report and Recommendations**

The following are suggestions for expediting team members' drafting of program approval reports and for somewhat standardizing state reports. It is important for team members to understand that the **primary audience** for this report is the Commissioner of Education, who will not possess team members' knowledge of the institution, the Unit, or the programs. The **secondary audience** is the faculty of the program and administrators of the Unit and the institution.

An extended example of a state report appears in Appendix 10. Institutional identities have been eliminated; should team members recognize something in the example that identifies the institution, they should overlook that recognition and definitely keep it to themselves.

Each Team member will receive a formatted diskette, containing several files that will help and speed team members' drafting of reports:

1. a file containing the MoSTEP Standards (within which reside the beginning teacher Quality & Performance Indicators and the beginning school leader and counselor knowledge, disposition, & performance expectations)
2. a file containing the rubrics for the eight MoSTEP unit standards
3. a file containing the rubrics for the ten MoSTEP beginning teacher Quality Indicators
4. a file containing a template for the MoSTEP Team Report

### **Overall Suggestions**

1. Above all, the Team's report MUST be **objective, dispassionate, and substantially supported by fact** (e.g., summaries of data reviewed, interviews conducted, observations made while visiting on- and off-campus sites, etc.).
2. The Team's report MUST reflect the Standards and the rubrics, not an individual's opinion of what ought to be going on in educator preparation.
3. When writing rationales for Unit Standards and Programs, members are encouraged to use language drawn directly from the Standards and their rubrics. Team members might consider the following structure for paragraphs:

**Introductory Paragraph (or Sentence):** Begin with direct quotation or paraphrase of a component of the standard or the rubric. For example, if team members were reporting on the Unit's Conceptual Framework, they might begin their rationales with sentences in which they paraphrase the rubric for Standard 2: "The Unit's Conceptual Framework is defined and makes explicit the professional commitments, dispositions, and values that support it, including the faculty's commitment to acquire and use professional knowledge. The Framework includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation. It reflects multi-cultural and global perspectives. It is built on a cited knowledge base, which itself rests on established and contemporary research, the wisdom of practice, and emerging education policies and practices."

**Supporting Evidence:** The remainder of the rationale must then summarize the evidence the Team reviewed: data sources, other relevant documents, interviews, etc. For example, “Upon examination of the two documents referenced above in addition to interviews of faculty and students, review of course syllabi, student portfolios, the Erehwon College Practicum Handbook, and the Erehwon College Student Teaching Handbook, little coherence appears to exist between the Conceptual Framework and experiences of candidates within the program.”

4. Program reports and the report for Standard 1 should make specific reference to each of the data sources reviewed: portfolios, test scores, follow-up surveys, curriculum matrices, and compliance with Certification requirements. When programs failed to provide necessary information (e.g., follow-up surveys were not disaggregated by program or employer data were not provided), a team member’s report should so note it.
5. Rationale statements should make some reference to each indicator – particularly for Standards 4 (candidates) and 5 (faculty) in that each embraces many different areas.
6. Rationales should reflect the ***preponderance of evidence***. That is, when the Unit or a program have substantially satisfied the requirements set out in the standard and the rubric, the report should so note it. However, the report should also point out and support with evidence instances in which the Unit or the program have not met a specific component of the standard or the rubric. Reports should aspire to tell the whole story (albeit briefly).
7. Rationale statements should NOT offer suggestions for how the Unit or a program might alter practice to meet the standard.

### **Section-by-Section Writing Suggestions**

“Title Page” – The Team Chair will complete this page.

“Introduction And Institutional Context”

The Team Chair will likely be responsible for writing this section of the report; authors should try to keep this section at about a page to a page and a half. The discussion should include the following information about the institution, the unit, and the programs:

- when the visit occurred
- whether the visit was a state-only visit or a joint state/NCATE visit
- a ***brief*** history of the institution
- any regional or national accreditations (e.g., North Central or NCATE)
- current enrollment (institution wide and Unit specific) and current staffing (full-/part-time faculty, adjunct, support staff)
- the Unit of education and its relationship to the rest of the institution (e.g., “it is one of eight divisions on campus”)
- the nature of the Unit’s programs (e.g., whether all programs are undergraduate, or undergraduate and graduate)
- whether the Unit operates any remote sites

## SECTION I: SUMMARY OF FINDINGS FOR THE PROFESSIONAL EDUCATION UNIT AND PROGRAMS FOR CERTIFICATION”

This table contains the Team’s consensus of the degree to which the Unit has met (or not met) each Standard. Although individual team members are responsible for investigating the Unit and program compliance with particular Standards, the ratings and recommended actions included in this table represent the consensus of the whole Team. Teams have three ratings available:

- Met (M) or Met with Weaknesses
- Not Met (NM) or Not Met–Insufficient Evidence

## SECTION II: “FINDINGS FOR UNIT STANDARDS”<sup>3</sup>

Depending on the size of the Team, each Team member will be assigned to investigate and report on one or more of the eight Unit standards; members serving on joint Missouri/NCATE teams will not write “Unit Standard” reports. Team members will write their reports using the report template file on their diskette. Unit-standard reports tend to run from  $\frac{3}{4}$  page to two pages. Below are directions for completing each of the Unit-standard components:

- **“Level”** – either “Initial,” “Advanced,” or “Initial and Advanced”
- **“Rating for Standard”** – either “Met,” “Not Met,” or “Insufficient Evidence”
- **“Rationale for Rating”** – Here’s where the writing work really begins. As implied by the section title, this section needs to summarize the evidence team members collected that *justifies* the Team’s consensus rating. The statement should present the data collected; it should **NOT** recommend actions to be taken by the Unit. Team members should anticipate this section filling no less than half a page and probably not more than two pages. The other files on the diskette will save team members typing time in that they can (**and are encouraged to**) copy directly from the standards, quality/performance indicators, and rubrics; and then to add specific observations and data to the requirements.

Rationale statements should contain the following information:

- brief listing of what information was reviewed
- a statement of the degree to which the information reviewed meets the expectations outlined by the rubric for the Standard
- a brief statement regarding EACH of the Quality Indicators for the standard

(**Note:** these statements may be as short as a single sentence verifying that the unit has provided satisfactory evidence of meeting the Quality Indicator. In instances in which the Unit is not meeting a Quality Indicator or in which the Unit is not meeting the entire standard, authors should provide considerable explanation regarding how or in what ways the unit is not meeting the standard. Again, authors are encouraged to use the language of the Standard, the indicators, and the rubrics.)

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<sup>3</sup> If team members are serving on a Joint Missouri/NCATE team, they will not write reports on the Unit Standards; rather, the NCATE team will write that component of the report and team members will focus on Program reports.

- **“Strengths” and “Area(s) for Improvement”** – In a bulleted list, summarize from the rationale any strengths and areas for improvement found. Not all Unit standard reports will warrant noting strengths or areas for improvement. However, should team members identify Unit components that well exceed (or fall well short of) what is expected of the Unit, identify those strengths or areas for improvement in bullet form. Typically, any strengths or areas for improvement bulleted will be drawn directly from the “rationale”; indeed, ***anything bulleted must have been discussed in the rationale statement.***

### SECTION III: DESCRIPTION OF DECISIONS FOR INDIVIDUAL PROGRAMS

**Program:** (fill in the programs on which a team members is reporting, e.g., Art (k-12) or Elementary (1-5) or Special Education, Mild/Moderate with Behavioral Disorders Endorsement (k-12), etc.)

**Level:** (indicate whether the program is offered at the “initial” or the “advanced” level)

**A. Rating for Program:** (fill in one of three ratings: **“meets the standard,” “not met,”** or **“insufficient evidence.”** Although the individual responsible for writing the report on a particular program will present a case to the Team for which rating to assign, the entire Team will ultimately decide what rating to assign—not the individual.)

#### B. Rationale for Rating

As in the Unit standard reports, here’s where the writing work really begins. As implied by the section title, this section needs to summarize the evidence collected that **justifies** the program’s rating. Therefore, the statement should present the data collected; it should **NOT** recommend actions to be taken. Team members should anticipate this section filling no less than half a page and probably not more than two pages. The other files on the diskette will save typing time in that team members can **(and are encouraged to)** copy directly from the standards, quality/performance indicators, and rubrics; and then to add specific observations and data to the requirements.

Team members might organize the rationale around a “context” section and a “findings” section:

1. Provide a brief **context** for the program (1 or 2 paragraphs; tables/columns are appropriate for such things as test scores):
  - the type of program, e.g., whether it is an initial program, an endorsement (and if so, to what), an advanced program (and if so, to what it is attached, e.g., an M.Ed., a Specialists, an Ed.D, or a Ph.D.), etc.
  - # of completers and number of candidates in process (for up to five years depending on what information the program provided)
  - the process for admission to the program and the results of entrance testing; admissions and advisement are addressed within MoSTEP Standard 4.
2. Summarize the **findings** relative to the input and performance (output) data points, making reference to standards, quality indicators, as well as documents, interviews, campus & off-campus visits, et al., upon which team members are basing their findings:

- degree of compliance with state course/credit hour requirements (when a program exceeds state requirements, team members should so note it):
  - relative to “content” knowledge”
  - relative to “professional knowledge”
  - relative to “pedagogical knowledge”
  - relative to “clinical experience” (e.g., amount, frequency, degree to which it is integrated into campus course work, consistency with conceptual framework, qualifications of supervisors and quality of supervision [campus-based and school-based])
- degree of compliance with subject-specific competencies for the field (see *Subject-Specific Competencies for the Beginning Teacher in Missouri*).

If team members are serving on a Joint Missouri/NCATE team, they will likely have available NCATE folio submissions and frequently folio reviews. The discussion should make reference to the results of the review (both positive and negative). **NOTE:** Team members need to remember that NCATE folio guidelines are sometimes an incomplete match for Missouri’s subject-specific competencies. **Missouri requirements MUST take precedence.**

- degree & quality of compliance with Quality & Performance Indicators for Beginning Teachers (MoSTEP 1.2.1 through 1.2.10) or the Knowledge, Disposition, and Performance expectations for beginning school leaders (MoSTEP 1.3.1 through 1.3.6)
- summary of exit test scores (PRAXIS, SLLA, SSA); please provide (as available) information for a multi-year period (preferably 5 years) and information regarding how the program’s candidates scores compare to state and/or national means
- summary of post-graduate survey data (from graduates and from graduates’ employers); if survey data were not provided for the program, then note that in the rationale (and probably note it as weakness below)
- other possible items for attention:
  - quality of the research/knowledge base upon which the program is founded (MoSTEP standard 2)
  - quality of the field experiences component of preparation (MoSTEP standard 3)
  - diversity of the candidate population (MoSTEP standard 4)
  - quality of the admissions and advising system (e.g., does the program have and use performance-based benchmarks vs. simply using grades or test scores to advance candidates through the program; MoSTEP Quality Indicator 4.3.1)
  - stated and distributed exit competencies, preferably performance-based
  - the quality of the program’s tracking and out-reach efforts to support beginning professionals; nature of the program faculty’s use of information derived from graduates
  - qualifications of the faculty, diversity within the program’s faculty, currency of the faculty, quality of instruction afforded by the faculty (MoSTEP standard 5)
  - the nature and quality of the collaboration among education faculty, subject-area faculty, and public-school faculty (MoSTEP standard 7)

**C. Strengths:** (Not all programs will warrant noting strengths. However, should team members identify program components that well exceed what it is expected of all programs, identify those strengths in bullet form. Any strengths bulleted must be drawn directly from the “rationale.”)

**D. Area(s) for Improvement:** (Not all programs will warrant noting areas for improvement. Certainly, if the program is judged to have “not met” the standard or is recommended for program approval denial or conditional approval, team members should note in bullet form what weaknesses justify the rating or recommended action. On the other hand, a program recommended for “approval” or one that “meets the standard” may still exhibit weaknesses. Again, list any weaknesses in bullet form; anything one might feel the need to note **must** have already been discussed in the “rationale” section above. Do **NOT** make suggestions for how the program might address a weakness. Team members’ suggestion might be very good, but it might also limit the decision-making of the program faculty. Just write what has been observed; let the faculty decide what action to take. If, for example, team members’ data gathering revealed that secondary education candidates spend two-third less time in the field than do their elementary education counterparts, the report might note that as weakness, but one should not write the weakness as “Increase the field experiences for secondary candidates.”)

**E. Recommended Action:**(fill in one of three levels of approval<sup>4</sup>: “Approve,” “Conditional Approval,” “Deny Approval.” As with the “rating,” recommended actions are a Team decision, not an individual’s decision.)

#### SECTION IV: SOURCES OF EVIDENCE

This section compiles **ALL** of the evidence examined by the Team. It should contain

- names and titles of every individual interviewed; this lengthy list should be categorized using the Site Visit Interview Schedule (e.g., “Cooperating Teachers,” “Elementary Education Faculty,” “Administrative Staff,” etc.)
  - titles of every class observed
  - names of every off-campus site visited (e.g., public school sites, remote unit/program sites, etc.) and names and titles of individuals with whom Team members talked)
  - every document reviewed (including a listing of the portfolios reviewed by the Team)
- (**Note:** Each component of the sources document is likely to be several pages).

This is a very important component of the report. Team members need to be forewarned that they will talk to so many people and review so many documents that without constant awareness of the need to keep a comprehensive list, one will forget quickly who was in what interview or who among the Team reviewed what piece of paper. In order for the “sources” section to be comprehensive, Team members **MUST** vigilantly record absolutely everything they review and the names of every person to whom they talk. Tips for increasing the likelihood of a comprehensive list:

- circulate a sign-up sheet in EVERY interview session and make sure it is collected

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<sup>4</sup> Each level of approval denotes a specific set of actions: “Approve” denotes that the program should continue to operate for the next five years; “Deny Approval” denotes that the program should be immediately terminated; “Conditional Approval” denotes that a Site Team should revisit in two years to determine that the needed actions have been undertaken. It is important for team members to remember that the institution is encouraged to rejoin all recommended actions.

- check off on a “master” exhibits list each document reviewed; some Team Chairs require members to initial every exhibit they review
- frequently throughout the visit, confirm that each Team member is keeping track.

### **UNIT TECHNICAL ASSISTANCE (Optional)**

This section is written for the benefit of the administration, faculty and staff of the Unit and ***is not part of the official Site Visit Report***. It represents a technical assistance document in which the Team communicates to their colleagues within the Unit suggestions for how the unit (or programs within the unit) might better understand the strengths and weaknesses presented by candidate portfolios or the strengths and weaknesses of the Unit’s Conceptual Framework. In this section alone may Team members make suggestions to the Unit regarding solutions to resolving problems noted by the Team. This section is not part of the decision-making portion of the team report and, therefore only represents a collegial sharing of critical suggestions.

Before turning in the diskette to the DESE representative, team members should

1. write their names and the titles of Unit standards and the programs they evaluated on the diskette, and
2. check to make sure that each program report is actually on the diskette.

**Team members should also provide the DESE representative with a hard-copy of all reports sections.**

### **Team Chair Responsibilities**

The team chair has a number of responsibilities prior to the beginning of the site visit. These include contacting the institution and team members (names are provided by the Director of Teacher Education and Assessment), interacting with NCATE co-chairs, and conducting the pre-visit to the site. Correspondence with team members should include, but not be limited to the following:

- Details for travel and hotel arrangements
- Date and time of the first meeting
- Schedule and agenda for the site visit
- Specific assignments for team members (i.e., program assignments, standards for which each member is responsible to investigate and report on, etc.).

The Director of Teacher Education and Assessment is responsible for all other correspondence with team members, including letters of appointment to the site visit team, important forms and standards documents to be used in the site visit, and letters of thanks and appreciation to team members following the site visit.

Initial contact with the Unit should be made soon after team members are chosen, but no later than two months prior to the site visit. A list of the team members, with addresses, e-mail addresses and telephone numbers will be sent to the chair at the same time it is mailed to the Unit. The team chair should work with the institution to ensure that the following arrangements are made:

- **Travel information**, including maps to help team members get to the town, hotel, and campus
- **Hotel reservations.** The institution should reserve single rooms for each team member and a team work room at the hotel. Encourage the Unit to arrange for direct billing of hotel expenses so that team members do not have to pay these costs out of their own pockets. Remind the Unit representative that team members will be arriving on Saturday.
- **Work rooms for the Site Team.** There should be a work room at the institution and at the hotel, both available Saturday through Wednesday noon. Indicate how the rooms should be set up and what supplies are needed (computers, printers, paper, pens and pencils, notepads, and refreshments). Both work rooms should have telephones. The work room at the institution should be located within the Unit and be close to interview locations and administrative offices; moreover, it should have internet access to allow members to get information from the DESE website and to gain access to e-mail.
- **The exhibit room at the institution.** Remind the Unit to clearly mark and organize all items in the exhibit room, arranging them in order of the standards. Materials in the exhibit room should include but not be limited to the following:
  - List of all exhibits with titles and location in the room (a copy for each team member)
  - List of people scheduled for each interview (a copy for each team member)
  - Course syllabi for all professional education courses and other courses required for licensure (undergraduate and graduate)
  - Faculty vitae for all full- and part-time professional education and other faculty teaching courses required for licensure
  - Curriculum folios for all approved programs being reviewed during the site visit (optional)
  - Evaluation instruments and results of evaluations for both faculty and programs (disaggregated by program)
  - College catalogs and student advisement sheets
  - Documentation for each standard
  - Faculty and staff directory (with telephone numbers and office hours during the site visit)
  - List of courses in session during the site visit, location of classes (full building name and room number), and faculty members teaching the courses
  - Minutes of advisory and policy-making committees
  - Portfolios (determined by the DESE sampling)
  - Student handbooks, student teaching handbooks, and other information (recruitment or program-related) given to students relevant to their program of study
  - Faculty handbook
  - Budget information for the Unit and for faculty professional development
  - Long-range plan
  - Professional development school partnership information
- **Weekend access to the exhibit room.** The exhibit room needs to be accessible on Saturday and Sunday.
- **Support needed during the visit.** Team members might need the following support during the site visit:

- Transportation from hotel to campus, especially if the campus is not within easy walking distance of the hotel. Off-campus site visits and satellite location visits will also require transportation.
- Access to a telephone in both the on-campus and hotel work room.
- Access to off-campus sites and candidates.
- Access to teachers, student teachers, recent graduates, and principals, especially those used for field-based experiences. Ask the Unit for a list of schools used for these purposes and the characteristics of the schools (e.g., location, diversity of student population, and types of field experiences). Team members will visit some of these schools during the course of the site visit. Note: schools chosen for visits should require no more than fifteen minutes travel time each way.
- Access to professional education courses in session during Monday and Tuesday of the site visit.
- Access to student and faculty records on campus.

**A schedule of initial interviews.** Using the template schedule for the site visit (see Appendix 8), schedule the required interviews.

- Arrange to talk with institution administrators, unit administrators and staff, professional education faculty, Arts and Sciences department chairs and faculty, student teachers, candidates, recent graduates, supervising/cooperating teachers, principals, advisory board members, and other relevant stakeholders. Make sure all team members interview as many faculty and students as possible on Monday and Tuesday to confirm findings from portfolios and other documentation. Choose faculty from different ranks and disciplines as a cross-section of the Unit.
- Determine with other team members, based on the portfolio reading and other document findings, the interviews to be scheduled in addition to the customary interviews (i.e., faculty, students, graduates, etc.). Make the campus liaison aware of these needs as soon as possible to give him/her reasonable time to arrange the interviews.

**Sunday night dinner with faculty.** Remind the Unit to arrange for this dinner to be held in a private dining room at the hotel or on campus. Discuss with Unit who should attend this gathering. If the faculty is very numerous, suggest that area leaders and significant administrators and staff be present. This dinner meeting should last no longer than one to one-and-one-half hours, allowing ample time for a Sunday evening team meeting after the meal.

Name tags for team members. Ask the institution to prepare name tags so that team members are easily identified by faculty and others during interviews and meetings. *Name tags should not identify the institutional affiliation of the team member; rather, they should identify them only as members of the Site Team.*

**Institutional report.** Clarify any issues regarding the report and recommend any additional information that should be available when the team arrives. The need for such additional information may arise out of the teams' review of the self study, catalog, etc.

**NCATE/State Joint Site Visit.** If a joint site visit is to be planned with NCATE, the team chair will need to coordinate instructions with the NCATE Board of Examiner Chair for the NCATE portion of the visit. Normally, the pre-visit to the site will be

jointly conducted with the NCATE Chair. It is important that the state team chair work with the NCATE chair to clarify roles and activities. In the case of the joint visit, the state team will look only at programs and will not deal with the Unit-level standards. The state protocol is included in Appendix 9 for team members' reference. It calls for both teams to work together to gather information and discuss findings; however, it also stipulates that any decision-making occur separately (i.e., the NCATE team makes their recommendation with regard to their Unit accreditation, and the state team make recommendations regarding program approval). The state report then becomes an addendum to the NCATE report, and the NCATE report becomes the first section of the state report. There is need for the state chair to negotiate with the NCATE chair early on about the roles team members on both teams will play. It is valuable for the NCATE team to have the opportunity to review candidate portfolios, but this may not be the wish of the NCATE team chair. Keep in mind that the state team has a lot of work to do with approving programs, so it is important that the NCATE team chair understand that state team members cannot be required to attend non-stop interview sessions on Monday and Tuesday; rather, they need time to review documentation and begin constructing their reports, so breaks between interview sessions will better serve team members' need for processing time. Finally, it does not usually serve the state team well to have members making lengthy trips off campus to visit satellite programs. Since NCATE must visit these sites, it is often better to let their members travel, taking along questions about specific programs at the satellite locations.

**Pre-visit to the institution.** The DESE Director of Teacher Education and Assessment or his/her representative, will arrange a pre-visit to the Unit at least 60 days prior to the site visit. He/she will coordinate this visit with the team chair (and NCATE BOE Chair, if applicable). This meeting should be attended by the chair, the DESE representative, and appropriate institutional representatives. (For a joint NCATE/State visit, the NCATE chair will work with the MoSTEP team chair and the DESE representative to arrange for this visit.) Issues that should be addressed in this meeting appear in the checklist in Appendix 7. During the pre-visit, the team chair should meet with the president/provost/chancellor of the institution. The chair should provide an overview of the site visit, answer questions about MoSTEP and the review process, and determine what the institution's head would like to learn from the visit. This meeting allows institutional administrators to be aware of the kinds of information being sought and reviewed during the site visit.

### **The Team Work Rooms and Exhibit Room**

The team work room and exhibit room need to be organized to make team members comfortable, to provide them easy access to the materials they need to carry out their duties, and to make available any technology they may need to complete their work.. To these ends, the team chair should work with the Unit liaison to determine the most effective arrangement for the work room/exhibit room. The room needs to be well lit and the temperature comfortable. It must have a door that can be locked, and each team member should be given a key for easy access to the room. The room should be located with easy access to restrooms and interview rooms, as well as other facilities. The room should have a large table for team meetings and seating to accommodate all team members. It should have a supply of drinks and light snacks throughout the day.

Exhibits should be organized in the work room/exhibit room for easy access and use by the Site Team. The exhibits should include all exhibits requested by the team chair prior to the site visit, as well as additional information the team might find useful. This is not to say that the room needs to be loaded with extraneous documents; rather, it should allow team members to find what they need without asking. All exhibits must be clearly marked as to their exact content and coded to match the standards/programs they are documenting. Both team members and some institutions have found it valuable to create program folios containing all the information a reviewer will need to review any specific program. This will include syllabi, survey data (disaggregated by program and level), curriculum matrices, advising sheets, entrance and exit scores (for five years disaggregated by program and level), and faculty evaluations). A list of all exhibits, including where they may be found in the work room/exhibit room, should be provided to each team member. This will allow team members to independently find the documents they need, but also it will allow them to keep an accurate record of all the documents they review.

Finally, the work room/exhibit room should have a telephone, a computer with internet connection, a laser printer, a television and VCR to play candidate videotapes, if available.

### **The Exit Interview**

The exit interview occurs on the final day of the site-visit. Normally, team members are not present for this meeting; rather, it is attended by the team chair, the DESE representative, the Unit administrative team, and sometimes department heads and other faculty members. It is the team chair's opportunity to report the team's findings and recommendations to the Unit. This is necessarily a tense time for the Unit faculty and administrators because a great deal depends on the recommendations the team makes to the Missouri State Board of Education in the Final Report. The following format for the interview should help the team chair organize his or her thoughts and create a positive atmosphere for the interview:

Introductions of Person's Present (if all team representatives have not met all Unit personnel in attendance)

1. Expressions of Appreciation by Team for the Unit's Assistance and Hospitality
2. Summary of the Site-visit Activities and General Findings—Team Leader and Team Members
3. Final Ratings of Unit Standards
4. Final Ratings and Recommendations for Programs
5. Overview of Process and Time lines for Writing, Sharing, Rejoining, and Submitting Final Report to MSBE
6. Conclusion and Thanks

The site visit is a good opportunity to help a Unit begin the process of growing and renewing itself. It should be a positive and constructive exchange. Therefore, it is important to be as positive and constructive as possible in the exit interview while still being honest and frank about the team's findings.

### **The Team Chair's Role in Writing the MoSTEP Examiners' Report**

The MoSTEP Examiners' Report represents the work, deliberation and thinking of the Site Team, so the team is responsible for ensuring that the report is accurate, well-supported, and well-reasoned. In other words it must reflect the professional character and judgment required for such a weighty task and responsibility. Therefore, the team chair should guide the writers of the various sections of the report to be clear, concise, and thoughtful in their rationales. Moreover, the writers should give examples, relevant data, and illustrations to support their rationales. Strengths and weaknesses should be pulled from the rationale itself and, therefore, not arise as new information separate from the rationale.

### **Compiling the Final MoSTEP Examiners' Report**

The Director of Educator Preparation is responsible for compiling the final report and recommendations in the template form provided by the MSBE. However, each team member, including the chair, is responsible for writing a rationale and statements of strengths and weaknesses, as necessary, for each program and standard he or she is assigned (see Appendix 10: Erehwon College Final Report). They will also record the final judgment ("meets the standard," "not yet meeting the standard," or "insufficient evidence") and recommendation ("approval," "conditional approval," or "denial of approval"). Team members should give the Director both an electronic and a paper copy of their program and standard reports before leaving the site on Wednesday morning. Each team member and the chair receives a 3½ inch diskette with the report template, the Unit standards and beginning Quality Indicators, as well as rubrics for both.

Within 20 days, the Director of Teacher Education and Assessment will compile and edit the report and pass it on to the team members for proofing. Within 30 days of the site visit, the Director will submit the report to appropriate officials of the institution and the Unit head for review and rejoinder. The Director will then submit the final report and the Unit's rejoinder to the MSBE for consideration and final action.

### **Report Time line**

In order to ensure a timely reporting of the Site Team's findings and recommendations, the following time line should guide the compiling and submission of the final team report:

an edited and proofread draft of the team report should be submitted to the team members and the team chair within 10 days of the site visit. ***(Team members and the team chair should look over the draft and return comments and corrections to the Director within one week of receiving the draft.)***

- a final draft of the team report should be submitted to the Unit within 30 days of the conclusion of the site visit.

The team chair and team members must remember that the team report and all information related to it is the property of the institution and may not be released or discussed without the prior written permission of the institution.

Once the final draft of the report is in the Director's possession, he/she will send the report to the institution for correction and a possible rejoinder. The institution is urged to rejoin the report as a matter of course. The Unit may also correct weaknesses and provide proof of those corrections prior to submission of the report to the MSBE.

Once the institution has had a chance to respond/rejoin, the Director will submit the final report and recommendations, along with any rejoinder, to the MSBE for action. The MSBE may or may not follow the recommendations of the Site Team; the Site Team's role is data gathering and advice. When the MSBE has acted, their actions will be reported to the institution and Unit.

# Missouri Standards for Teacher Education Programs (MoSTEP) June 2003

## Category I. Design of Professional Education

### Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS

The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.

#### 1.1 General Education for Initial Teacher Preparation (Initial)

The unit ensures that candidates have completed general studies courses and experiences in the liberal arts and sciences.

##### *Quality Indicators:*

- 1.1.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.
- 1.1.2 The general studies incorporate multi-cultural and global perspectives.

#### 1.2 Content, Professional, Pedagogical, and Integrative Studies for Initial Teacher Preparation (Initial)

The unit ensures that candidates have completed a program of content, professional, pedagogical, and integrative studies.

##### *Quality Indicators:*

- 1.2.1 The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

##### *Performance Indicators:* The preservice teacher

- 1.2.1.1 knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies)
  - 1.2.1.2 presents the subject matter in multiple ways;
  - 1.2.1.3 uses students' prior knowledge;
  - 1.2.1.4 engages students in the methods of inquiry used in the discipline;
  - 1.2.1.5 creates interdisciplinary learning.
  - 1.2.2 The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
- ##### *Performance Indicators:* The preservice teacher
- 1.2.2.1 knows and identifies child/adolescent development;
  - 1.2.2.2 strengthens prior knowledge with new ideas;
  - 1.2.2.3 encourages student responsibility;
  - 1.2.2.4 knows theories of learning.
  - 1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

##### *Performance Indicators:* The preservice teacher

- 1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
- 1.2.3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
- 1.2.3.3 knows when and how to access specialized services to meet students' needs;
- 1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.

- 1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

**Performance Indicators:** The preservice teacher

- 1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
- 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

- 1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

**Performance Indicators:** The preservice teacher

- 1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
- 1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

- 1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Performance Indicators:** The preservice teacher

- 1.2.6.1 knows motivation theories and behavior management strategies and techniques;
- 1.2.6.2 manages time, space, transitions, and activities effectively;
- 1.2.6.3 engages students in decision making.

- 1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Performance Indicators:** The preservice teacher

- 1.2.7.1 models effective verbal/non-verbal communication skills;
- 1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
- 1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;
- 1.2.7.4 uses a variety of media communication tools.

- 1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

**Performance Indicators:** The preservice teacher

- 1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- 1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- 1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;

1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

1.2.9 The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

**Performance Indicators:** The preservice teacher

1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;

1.2.9.2 uses resources available for professional development.

1.2.9.3 practices professional ethical standards.

1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

**Performance Indicators:** The preservice teacher

1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;

1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;

1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;

1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

1.2.11 The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

**Performance Indicators:** The preservice teacher

1.2.11.1 demonstrates an understanding of instructional technology concepts and operations;

1.2.11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology;

1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;

1.2.11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies;

1.2.11.5 uses technology to enhance personal productivity and professional practice;

1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

### 1.3 Professional Competencies for School Leader Preparation (Advanced)

- 1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

**Knowledge:** The administrator has knowledge and understanding of

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

**Dispositions:** The administrator believes in, values, and is committed to

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

**Performances:** The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

- 1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

**Knowledge:** The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories

- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

**Dispositions:** The administrator believes in, values, and is committed to

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

**Performances:** The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

### 1.3.3 **A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**

**Knowledge:** The administrator has knowledge and understanding of

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management

- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

**Dispositions:** The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

**Performances:** The administrator facilitates processes and engages in activities ensuring that

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

#### **1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

**Knowledge:** The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

**Dispositions:** The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes

- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

**Performances:** The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

### 1.3.5 **A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**

**Knowledge:** The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

**Dispositions:** The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

**Performances:** The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations

- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

**1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

**Knowledge:** The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

**Dispositions:** The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

**Performances:** The administrator facilitates processes and engages in activities ensuring that

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

## 1.4 Professional Competencies for School Counselor Preparation

### 1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.

#### *Quality Indicators:*

- 1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.

#### *Performance Indicators:* The professional school counselor candidate:

- applies theories of individual and family development, transitions across the life span, and the range of human developmental variation
- applies knowledge of developmental stages of individual growth
- applies theories of learning and personality development
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
- applies developmental principles in working with learners in a variety of school counseling activities

- 1.4.1.2 Culture and Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

#### *Performance Indicators:* The professional school counselor candidate:

- knows and understands multicultural and pluralistic trends
- knows and understands attitudes and behaviors related to diversity, and how the diversity in families
- impacts learners
- educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
- facilitates the development of learners' tolerance and respect for, and valuing of, human diversity
- knows and understands how culture affects the counseling relationship and demonstrates cultural awareness and sensitivity in counseling

- 1.4.1.3 Assessment: The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

#### *Performance Indicators:* The professional school counselor candidate:

- knows and understands theoretical and historical bases for assessment techniques
- knows and understands the concepts of reliability and validity
- selects, administers, and interprets assessment and evaluation instruments and techniques in counseling
- applies assessment results to the counseling process
- knows, understands and applies ethical principles in assessment

- 1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

**Performance Indicators:** The professional school counselor candidate:

- knows and understands theories of career development, career decision-making and planning selects and applies career counseling models with learners
- promotes and supports the career decision-making and planning of learners
- uses various career assessment techniques to assist learners in understanding their abilities and career interests
- uses current career information to assist learners in understanding the world of work and making career plans and choices

**1.4.2 The professional school counselor candidate promotes learners' growth and development through a district wide, comprehensive model for guidance and counseling for all students.**

**Quality Indicators:**

1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

**Performance Indicators:** The professional school counselor candidate:

- knows, understands, and conducts guidance needs assessments
- collaborates with other school personnel in the delivery of the guidance curriculum
- designs and implements developmentally appropriate guidance activities

1.4.2.2 Individual Planning: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

**Performance Indicators:** The professional school counselor candidate:

- knows and understands planning and goal setting processes
- uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to learners in the school community

**Performance Indicators:** The professional school counselor candidate:

- knows and understands a variety of individual and small group counseling theories and techniques
- knows and understands a variety of crisis intervention and consultation theories and techniques
- selects and uses counseling interventions appropriate to the needs of learners
- uses appropriate referral resources and procedures

1.4.2.4 System Support: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

**Performance Indicators:** The professional school counselor candidate:

- knows, understands, develops, and manages a comprehensive guidance program for all learners
- advocates for the guidance program throughout the school community
- knows, understands, and conducts program evaluation to monitor and improve the guidance program

- 1.4.2.5 Technology: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands and uses a variety of technology in the delivery of guidance and counseling activities
- uses technology to manage a comprehensive guidance program

**1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community**

*Quality Indicators:*

- 1.4.3.1 The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands and uses consultation strategies to improve communication and promote teamwork
- uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff
- uses consultation strategies to promote school-home relationships through involvement of parents and other family members
- uses consultation methods with private and public agencies in the community that may be involved in the learner's development

**1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.**

*Quality Indicators:*

- 1.4.4.1 Ethical: The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands and practices in accordance with the ethical principles of the counseling profession
- knows and understands the differences among legal, ethical, and moral principles
- knows, understands and practices in accordance with local school policy and procedures
- employs ethical decision-making models to recognize and resolve ethical dilemmas
- models ethical behavior in his or her work

- 1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the school counselor

*Performance Indicators:* The professional school counselor candidate:

- knows and understands the local, state, and federal statutory requirements pertaining to her or his work
- uses legal resources to inform and guide his or her practice
- practices in accordance with the legal restraints of local jurisdictions
- practices within the statutory limits of confidentiality

- 1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

**Performance Indicators:** The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development
- knows, understands, uses and models techniques of self-care
- evaluates her or his practice, seeks feedback from others, and uses this information to improve performance

## **Standard 2: PROGRAM and CURRICULUM DESIGN (Initial and Advanced)**

**The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.**

**Quality Indicators:**

- 2.1 The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
- 2.1.1 The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
- 2.1.2 The framework(s) includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation.
- 2.1.3 The framework(s) reflects multi-cultural and global perspectives.
- 2.1.4 The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.
- 2.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
- 2.3 The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.

## **Standard 3: CLINICAL EXPERIENCES**

**The professional education unit ensures that clinical experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.**

**Quality Indicators**

- 3.1 Preservice preparation programs include clinical experiences in which candidates can observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.
- 3.2 The professional education unit selects clinical experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. The clinical experiences will be varied and include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.

- 3.3 Clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the student's work, including higher education faculty, school faculty, clinical faculty, and administrators, students, and peers.
- 3.4 Clinical experiences allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.
- 3.5 The professional education unit provides quality clinical sites in which candidates may develop the required knowledge and exhibit required performances.
- 3.6 Candidates seeking endorsements or licenses for more than one grade or developmental level shall be assigned to clinical experiences at such levels.
- 3.7 Culminating clinical experiences (student teaching, practicum, or internship) shall be at the level and in the endorsement area and license being sought by the candidate, and with a supervising teacher/mentor who is certified in the appropriate area.
  - 3.7.1 Culminating clinical experiences shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.
  - 3.7.2 When possible, the supervising school professional shall be selected collaboratively by the professional education unit and the site administrator.

## **Category II. Candidates in Professional Education**

### **Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY (Initial and Advanced)**

**The unit has and implements written plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools.**

#### **4.1. Diverse Student Body**

The unit commits scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.

##### ***Quality Indicators:***

- 4.1.1 The unit has and implements an explicit plan with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body.
- 4.1.2 The unit's efforts and success in meeting goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, its plans for future efforts.
- 4.1.3 The unit monitors admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.

#### **4.2 Qualification of Candidates**

A comprehensive system is used to assess the qualifications of candidates seeking admission.

##### ***Quality Indicators:***

- 4.2.1 The criteria for admission to undergraduate, graduate, and post-baccalaureate initial teacher preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, background screening, and background checks for felony conviction(s).

- 4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.
- 4.2.3 The unit has an admission policy for the following categories of students:
  - a) transfer students (including mutually agreed upon articulation with Missouri Community Colleges)
  - b) non-traditional students
  - c) diverse students

#### **4.3 Monitoring and Advising the Progress of Candidates (Initial and Advanced)**

The unit systematically monitors and assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. The program includes multiple, developmental, and diverse opportunities for growth.

##### ***Quality Indicators:***

- 4.3.1 The unit has and uses developmental benchmarks to determine whether or not candidates have prerequisite knowledge and skill to advance to the next program level, ensuring that those who are not able to demonstrate proficiency at any point have opportunities appropriate to their individual learning needs to increase their level of proficiency.
- 4.3.2 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and time lines, and students are advised about their progress.
- 4.3.3 Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, research and concept papers), and recommendations from appropriate professionals in schools.
- 4.3.4 Assessment data are systematically used to assist candidates who are not making satisfactory progress.
- 4.3.5 Criteria consistent with the conceptual framework(s) of programs and consistent with State Board standards (i.e., beginning teacher standards, beginning administrator standards) are used to determine eligibility for student teaching and other professional internships.
- 4.3.6 The professional education unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or culminating field-based experiences (i.e., the successful completion of the prescribed Missouri State Board of Education exit examination).
- 4.3.7 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
- 4.3.8 The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

#### **4.4 Ensuring the Competence of Candidates (Initial and Advanced)**

The unit ensures that a candidate's competency to begin a professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.

##### ***Quality Indicators:***

- 4.4.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program consistent with State Board of Education adopted performance standards.

- 4.4.2 A candidate's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.
- 4.4.3 The unit ensures that students exiting educator preparation programs have constructed a professional portfolio which contains evidence of learning accomplishments related to State Board of Education adopted performance standards. The portfolio shall contain evidence to verify knowledge, skills, and abilities, and application with various types of students and/or adults and in various settings. Such portfolio may include but need not be limited to (i) summaries of professional and student research, (ii) videotapes of actual performance in the student's area of specialization or endorsement, (iii) examples of self-analysis and reflection of progress, (iv) formative and summative assessments of performance in academic, clinical, and field-based experiences, (v) and evidence of state-adopted licensing assessment results.
- 4.4.4 The institution administers the prescribed exit assessment as identified by the Missouri State Board of Education prior to the recommendation for certification.
- 4.4.5 The institution recommends for certification only individuals with a 2.5 grade point average, who have successfully completed, the prescribed Missouri State Board of Education exit examination and other assessments required by the institution.

#### **4.5 Ensuring the Support of Graduates (Initial and Advanced)**

The unit ensures that graduates are well supported during their first two years of professional service.

##### ***Quality Indicators***

- 4.5.1 The institution provides follow-up support and tracking for all its first and second-year education professionals in the field, including such things as enabling them to meet together and share their ideas, needs, and information; supporting mentor teachers; and supporting district professionals and schools through visits and assistance where required and possible.
- 4.5.2 Plans for supporting new education professionals are cooperatively developed and implemented by the institutions, the novice professionals, mentor teachers (where appropriate), and school districts.

#### **4.6 Meeting the Needs of the Profession (Initial and Advanced)**

The unit ensures that the program continues to meet the needs of beginning professionals and their employers.

##### ***Quality Indicators***

- 4.6.1 The unit seeks and uses data and feedback from its graduates to improve the preparation program.
- 4.6.2 The unit seeks and uses data and feedback from employers to improve the preparation program.

## **Category III. Professional Education Faculty**

### **Standard 5: FACULTY QUALIFICATIONS, COMPOSITION OF FACULTY, FACULTY DEVELOPMENT, FACULTY RESPONSIBILITIES, AND QUALITY OF INSTRUCTION**

#### **5.1 Faculty Qualifications**

The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.

##### ***Quality Indicators:***

- 5.1.1 Professional education faculty (both full and part time) have demonstrated competence in each field of specialization that they teach.

- 5.1.2 Faculty in graduate professional education and in innovative/experimental programs have earned an appropriate terminal degree.
- 5.1.3 Faculty teaching or supervising teacher education students further their professional development through periodic, direct personal involvement in the schools in grades pre-kindergarten through 12. (Required by Missouri Statute 168.400.3, RSMo.)
- 5.1.4 Faculty in professional education seek to model and reflect the best practice in the delivery of instruction, including the use of technology.

## **5.2 Faculty Composition (initial and advanced)**

The unit recruits, hires, and retains a diverse higher education faculty.

### ***Quality Indicators:***

- 5.2.1 The unit has and implements an explicit plan with resources devoted to recruiting, hiring, and retaining a diverse faculty.
- 5.2.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually.
- 5.2.3 Part-time or adjunct faculty have demonstrated experience and/or competence in education and are employed on a limited basis when they can make significant contributions to the programs.

## **5.3 Professional Assignments of Faculty (initial and advanced)**

The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

### ***Quality Indicators:***

- 5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.
- 5.3.2 Faculty teaching loads, including, student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.

## **5.4 Faculty Development.**

The institution shall support and promote professional education faculty development, and the unit shall have a systematic, comprehensive, and written plan for such experiences.

### ***Quality Indicators.***

- 5.4.1 The institution has in place policies, resources and practices which support and ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.
- 5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.
- 5.4.3 Faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service.
- 5.4.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.

## **5.5 Quality of Instruction**

Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects research and best practice.

***Quality Indicators:***

- 5.5.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.
- 5.5.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.
- 5.5.3 Teaching reflects knowledge about and experiences with diversity and exceptionalities.
- 5.5.4 Instruction is continuously evaluated, and the results are used to improve teaching within the unit.

## **Category IV. The Unit of Professional Education**

### **Standard 6: GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced)**

**Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.**

***Quality Indicators:***

- 6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.
- 6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.
- 6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
  - 6.3.1 The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.

### **Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced)**

**The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the schools.**

***Quality Indicators:***

- 7.1 Faculty who teach general education courses, content-area courses, and professional studies collaborate regularly with each other and with public schools and school-based professionals on the development, implementation and evaluation of PK-12 and professional education programs.
- 7.2 Clinical and other field-based experiences are collaboratively arranged. [*The unit has agreements with schools and other professionals to ensure that students are supported in the achievement of the program's goals.*]
- 7.3 The program gives candidates opportunity to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences.

**Standard 8: RESOURCES FOR OPERATING UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced)**

**8.1 Resources For Operating Unit**

The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs.

***Quality Indicators:***

- 8.1.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.
- 8.1.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.
- 8.1.3 Facilities and equipment are adequate, functional, and well-maintained.

**8.2 Resources for Teaching and Scholarship (Initial and Advanced)**

The unit has adequate resources to support teaching and scholarship by faculty and candidates.

***Quality Indicators:***

- 8.2.1 Support of professional development is at least at the level of other units in the institution.
- 8.2.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.
- 8.2.3 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- 8.2.4 Library resources provide adequate access, scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.8.2.5 Media, software, and materials collections are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.
- 8.2.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services

**Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS: The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.**

- 1.1 General Education for Initial Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences.
- 1.2 Content, Professional, Pedagogical, and Integrative Studies for Initial Teacher Preparation (Initial): The unit ensures that candidates for teacher certification have completed a program of content, professional, pedagogical, and integrative studies.
- 1.3 (to be added) Initial Leadership Preparation (Advanced)
- 1.4 (to be added) Performance Standards From Other Education Professional Groups, E.g., Counselors

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<ul style="list-style-type: none"> <li>•Unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences at least at the minimum level required for teacher certification.</li> <li>•Unit overall and each program verify that all candidates have completed the course/credit-hour requirements and field experiences required by the certificate for which they were recommended.</li> <li>•The combination of transcripts, portfolios, test scores, and standards-based surveys of graduates &amp; their employers reveals- for each approved program--a cohort ready to assume their professional responsibilities.</li> <li>•Endorsement programs satisfy state course/credit-hour requirements.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•The unit's general education requirements are limited and exhibit gaps in the liberal arts and sciences preparation. The requirements are less than the minimum required for teacher certification.</li> <li>•Verification of candidates having completed the course/credit-hour requirements and field experiences required by the certificate for which they were recommended is haphazard and inadequate; alternatively, candidates may not have been required to meet all SBE course/credit-hour requirements.</li> <li>•The combination of transcripts, portfolios, test scores, and standards-based surveys of graduates &amp; their employers reveals--for each approved program--a cohort not consistently qualified to assume their professional responsibilities.</li> <li>•Endorsement programs may not meet state course/credit-hour requirements.</li> <li>•</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

**Standard 2: PROGRAM and CURRICULUM DESIGN (Initial and Advanced): The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<ul style="list-style-type: none"> <li>The conceptual framework(s)<sup>1</sup> is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.</li> <li>Framework meets the specifications indicated in the footnote below.</li> <li>Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.</li> <li>Programs clearly reflect unit's mission &amp; framework and meet certification requirements.</li> <li>The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and "required" collection of data from students, recent graduates, and other members of the professional community) and uses these results to increase student achievement through the modification and improvement of the conceptual framework(s) and programs.</li> </ul>	<ul style="list-style-type: none"> <li>No clearly defined or written conceptual framework presently exists. Alternatively, although the conceptual framework may be written, it is neither widely articulated, nor is it shared within the professional community</li> <li>Framework does not meet the specifications in the footnote below.</li> <li>Little coherence exists between the framework and the experiences of candidates within the program.</li> <li>Programs appear inconsistent with unit's mission &amp;/or framework, may not meet certification requirements, or may not reflect consistency with current &amp; appropriate national standards.</li> <li>Evaluation of the framework (if observable) tends to be haphazard, predicated on limited data (e.g., does not reflect the assessment of the full professional community or does not reflect student and post-graduate assessment) or is non-existent.</li> <li>Evaluation data may be gathered, but do not appear to be an integrated part of unit and program evolution.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

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<sup>1</sup> Necessary characteristics of a conceptual framework:

- it is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
- it includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation.
- it reflects multi-cultural and global perspectives.
- it and the *specifically cited* knowledge bases upon which it is written rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.

**Standard 3: CLINICAL EXPERIENCES (Initial and Advanced): The professional education unit ensures that clinical experiences are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.**

Meets the Standard	Not Yet Meeting the Standard	Insuff. Evidence
<ul style="list-style-type: none"> <li>Clinical experiences provide early &amp; frequent opportunities to observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.</li> <li>The unit selects a variety of clinical experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. Experiences include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.</li> <li>Clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the student's work, including higher education faculty, school faculty, clinical faculty, and administrators, students, and peers.</li> <li>Clinical experiences allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.</li> <li>At least annually, the unit assesses the quality of clinical sites.</li> <li>Candidates seeking endorsements or licenses for more than one grade or developmental level are assigned to clinical experiences at such levels.</li> <li>Culminating clinical experiences (student teaching, practicum, or internship) are at the level and in the endorsement area and license being sought by the candidate, and with a supervising teacher/mentor who is certified in the appropriate area.</li> </ul>	<ul style="list-style-type: none"> <li>Although some clinical experiences are provided, they tend to occur late in candidates' preparation and/or they tend to be isolated from the preparation curriculum. Clinical experiences are often unsupervised or are directed and supervised by someone other than qualified academic, school-based and clinical faculty.</li> <li>The unit uses no clearly stated criteria for selecting clinical experiences, including student teaching and/or internships, relative to their ability to provide candidates with opportunities to relate principles and theories to actual practice. Clinical experiences lack variety and rarely (or only superficially) include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations. Clinical experiences elicit only affective reflection.</li> <li>Clinical experiences generate feedback from only one person who may or may not be close to the candidate's work.</li> <li>Clinical experiences (esp. those prior to student teaching) allow candidates to experience only a narrow range of the duties and responsibilities of the professional role for which they are preparing; candidates report that many of their early experiences are only observational.</li> <li>The unit provides clinical sites of inconsistent and/or questionable quality. Site decisions appear made based on expedience rather than on the needs and goals of candidates' development. Little (or no) overt assessment of clinical sites appears to occur.</li> <li>Candidates seeking endorsements or licenses for more than one grade or developmental level do not always engage in field experiences at those grade/developmental levels.</li> <li>Culminating clinical experiences (student teaching, practica, or internships) are not always at the level and/or in the endorsement area and license being sought by the candidate. More than occasionally, supervising teacher/mentor are certified in area(s) different than the candidate's.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

**Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY (Initial and Advanced):** The unit has and implements plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools.

Meets the Standard	Not Yet Meeting the Standard	Insuff. Evidence
<ul style="list-style-type: none"> <li>• The unit commits scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications. (See sub-indicators.)</li> <li>• A comprehensive system is used to assess the qualifications of candidates seeking admission.</li> <li>• The unit systematically monitors and assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. The assessment program includes multiple, developmental, and diverse opportunities for growth.</li> <li>• The unit ensures that a candidate's competency to begin a professional role in schools is assessed prior to completion of the program and/or recommendation for licensure.</li> <li>• The unit ensures that each program supports its graduates during their first two years of professional service.</li> <li>• The unit ensures that the program continues to meet the needs of beginning professionals and their employers.</li> </ul>	<ul style="list-style-type: none"> <li>• The unit appears not to commit the efforts or resources (although it may purport to such a commitment) necessary to attract a diverse and/or academically qualified candidate pool.</li> <li>• Candidate qualifications are assessed by a narrow range of data (e.g., GPA or test scores alone) and/or individuals (e.g., unit advising staff alone).</li> <li>• Monitoring candidate progress is not systematic or on-going and tends to be the responsibility of individuals not actively involved in the candidate's instruction. Assessment data are limited and quantitative (e.g., GPA or course grades alone); benchmarks are not qualitatively performance-based, i.e., developmentally appropriate variations on performance expectations for the certificate.</li> <li>• The unit uses at most only the state-mandated exit tests and GPA to determine the competency of candidates. The unit does little , in the way of analysis and advising, with the information gathered.</li> <li>• The unit/program does little or nothing to support graduates in their first two years of service (e.g., offers on-campus opportunities possibly during times when practitioners cannot attend; fails to focus assistance on problems of practice encountered by the graduates).</li> <li>• The unit does little to ensure that its programs continue to meet the needs of professionals and their employers.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

**Standard 5: FACULTY QUALIFICATIONS, COMPOSITION OF FACULTY, FACULTY DEVELOPMENT, FACULTY RESPONSIBILITIES, AND QUALITY OF INSTRUCTION (Initial and Advanced): The unit has and implements plans to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<ul style="list-style-type: none"> <li>• The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.</li> <li>• The unit recruits, hires, and retains a diverse higher education faculty.</li> <li>• The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.</li> <li>• The institution supports and promotes professional development for education faculty, and the unit has a systematic &amp; comprehensive plan for such experiences.</li> <li>• Teaching in the unit is of high quality, is assessed against performance expectations for teachers, is consistent with the conceptual framework(s), and reflects research and best practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The unit tends to rely heavily on non-regular, adjunct faculty, who may not possess credentials (degrees, experiences) directly applicable to their assignments. Limited numbers of regular faculty are actively involved in the professional community outside of the unit itself; alternatively, unit faculty may hold appropriate credentials but fail to reveal depth of knowledge of the most current, research-based theory &amp; practice.</li> <li>• Although the unit has policy regarding the recruitment, hiring, and retention of diverse faculty, that policy is not operationalized in the unit's efforts. The unit may appear resigned to its inability to attract, hire, and retain diverse faculty.</li> <li>• Across the unit, assignments disproportionately facilitate faculty involvement in scholarship and service; alternatively, assignments may prevent faculty from attending to their own Professional Development or scholarship or service. Service may focus on campus committees to the exclusion of service to either the p-12 or content community. Teaching and student performance are not given much weight in evaluating faculty performance.</li> <li>• The institution appears to award assistance for professional development opportunities disproportionately. The unit may have a written plan for its members' professional development, but commits limited and possibly insufficient resources to implementing that plan.</li> <li>• Information on teaching quality may be collected (e.g., student-completed course evaluations), but little use is made of the information in faculty professional development, evaluation, promotion, or tenure. Teaching in the unit is based on an out-dated and limited view of instruction and assessment.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

**Standard 6: GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced):** Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<ul style="list-style-type: none"> <li>• The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.</li> <li>• A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.</li> <li>• The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.</li> </ul>	<ul style="list-style-type: none"> <li>• The institution may have a board, but control of the institution may reside and be exercised outside the board's reach. Decisions appear to be founded on priorities other than those supporting sound educational programs. The institution's governance and policies are sufficiently documented, although they appear to undervalue or minimize the institution's role/mission in preparing educators for Missouri's schools.</li> <li>• The unit's administrative functions are borne by one or a small group individuals whose additional responsibilities make it difficult for them to administer the unit efficiently and/or sufficiently.</li> <li>• The unit is hard to identify in the organization of the institution, is a closed and loosely defined collection of personnel which do not operate as a professional community, and are not sufficient to operate a professional education unit. Resources (time and individuals with appropriate expertise) are not available to support continuous improvement.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

**Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced): The unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<ul style="list-style-type: none"> <li>Faculty who teach general education courses, content-area courses, and professional studies courses collaborate with each other and with public schools and school-based professionals on the development, implementation, evaluation, and improvement of professional education programs.</li> <li>Clinical and other field-based experiences are collaboratively arranged, although collaboration may fail to include content faculty; field experiences are sufficiently integrated into campus-based experiences.</li> <li>The program gives candidates opportunity to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences.</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration, at best, is limited to occasional meetings, indicating that the unit/programs appear not to value the input and regular participation of a diverse spectrum of the professional community. General education and content-area faculty have at best occasional contact with the pK-12 community.</li> <li>Design &amp; evaluation of candidates' clinical and other field-based experiences tend to be the province of professional education faculty, although logistics between higher education and the public schools may be formalized with the host school's administration; public school colleagues tend to host students rather than collaboratively design and evaluate the students' experience; content faculty are likely to be uninvolved in (even unaware of) these experiences.</li> <li>There is little or no evidence that candidates participate in professional activities, organizations or other opportunities for professional development outside the unit's classrooms.</li> </ul>	<p>There is insufficient evidence upon which to make a determination.</p>

**Standard 8: RESOURCES FOR OPERATING UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced)**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
<ul style="list-style-type: none"><li>• The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs; unit funding is consistent with the funding received by other comparable units on campus.</li><li>• Support of professional development is at least at the level of other units in the institution.</li><li>• Faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.</li><li>• Faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.</li><li>• Library/media collections are identifiable, relevant, accessible, systematically reviewed, and staffed by knowledgeable individuals.</li></ul>	<ul style="list-style-type: none"><li>• The unit lacks sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs. Based on the number of students served by the unit, its funding appears to be proportionately less than other units on campus.</li><li>• Although campus, unit, and/or program policies may advocate professional development, funding is insufficient to realistically support these activities equitably across all campus units, and particularly in the professional education unit.</li><li>• Limited numbers of faculty and candidates have training in and/or access to education-related electronic information, video resources, hardware/software, etc.; little use is evident among faculty in modeling the use of these technologies in instruction of candidates.</li><li>• Faculty office, instructional and other space is insufficient to carry out the work. Moreover, space may be inequitably distributed among faculty (e.g., some members of professional community are not provided appropriate space to teach and/or interact with students).</li><li>• Library/media collections are out-dated, accessible during limited times (e.g., at times making them inconvenient to public school colleagues), infrequently reviewed, and/or insufficiently staffed to facilitate their use by faculty and students.</li></ul>	<p>There is insufficient evidence upon which to make a determination.</p>

## MoSTEP Data Gathering Form

### **Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS**

**The Unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area of responsibility.**

#### **1.1 General Studies for Initial Teacher Preparation (Initial)**

**The unit ensures that candidates for teacher certification have completed general studies courses and experiences in the liberal arts and sciences.**

1.1.1 The general studies includes the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.

1.1.2 The general studies incorporates multi-cultural and global perspectives.

#### **1.2 Content, Professional, Pedagogical, and Integrative Studies (Initial and Advanced)**

**The unit ensures that candidates have completed a program of content, professional, pedagogical, and integrative studies.** (Reference Portfolio Data)

<b>Information Source</b>	<b>Questions/Issues to be Pursued</b>	<b>Possible Source(s) for Data/Information Needed</b>	<b>Preliminary Rating</b>

## MoSTEP Data Gathering Form

### **Standard 2 PROGRAM and CURRICULUM DESIGN (Initial and Advanced)**

**The unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.**

- 2.1 The conceptual framework is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
  - 2.1.1 The framework is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
  - 2.1.2 The framework includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides for program evaluation.
  - 2.1.3 The framework reflects multi-cultural and global perspectives.
  - 2.1.4 The framework and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.
- 2.2 Coherence exists between the conceptual framework and student outcomes, courses, field experiences, instruction, and evaluation.
- 2.3 The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework and programs.

<b>Information Source</b>	<b>Questions/Issues to be Pursued</b>	<b>Possible Source(s) for Data/Information Needed</b>	<b>Preliminary Rating</b>

## MoSTEP Data Gathering Form

### Standard 3 CLINICAL EXPERIENCES

**The professional education unit ensures that clinical experiences for initial and advanced programs are well planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.**

- 3.1 Preservice preparation programs include clinical experiences in which candidates can observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.
- 3.2 The professional education unit selects clinical experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. The clinical experiences will be varied and include study and practice in communities which include students of different ages and with culturally diverse and exceptional populations.
- 3.3 Clinical experiences encourage reflection by candidates and include feedback from a variety of sources close to the student's work, including higher education faculty, school faculty, clinical faculty, and administrators, students, and peers.
- 3.4 Clinical experiences allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.
- 3.5 The professional education unit provides quality clinical sites in which candidates may develop the required knowledge and exhibit required performances.
- 3.6 Candidates seeking endorsements or licenses for more than one grade or developmental level shall be assigned to clinical experiences at such levels.
- 3.7 Culminating clinical experiences (student teaching, practicum, or internship) shall be at the level and in the endorsement area and license being sought by the candidate, and with a supervising teacher/mentor who is certified in the appropriate area.
  - 3.7.1 Culminating clinical experiences shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.
  - 3.7.2 When possible, the supervising school professional shall be selected collaboratively by the professional education unit and the site administrator.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### **Standard 4 Composition, Quality, and Competence of Student Body**

**The unit has and implements written plans to recruit, admit, and retain a diverse student body who demonstrate potential for professional success in schools**

#### **4.1 Diverse Student Body**

4.1.1 The unit commits outreach efforts, scholarships, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.

4.1.2 The unit has and implements an explicit plan with resources explicitly devoted to recruiting, admitting and retaining a diverse student body.

4.1.3 The unit's efforts and success in meeting goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as needed, its plans for future efforts.

4.1.4 The unit monitors admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.

<b>Information Source</b>	<b>Questions/Issues to be Pursued</b>	<b>Possible Source(s) for Data/Information Needed</b>	<b>Preliminary Rating</b>

## MoSTEP Data Gathering Form

### 4.2 Qualification of Candidates

**A comprehensive system is used to assess the qualifications of candidates seeking admission.**

- 4.2.1 The criteria for admission to undergraduate, graduate, and post-baccalaureate initial teacher preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency (e.g., basic skills proficiency tests), faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, background screening, and background checks for felony conviction(s).
- 4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, record of competence and effectiveness in professional work, and graduation from a regionally accredited college/university.
- 4.2.3 The unit has an admission policy for the following categories of students:
- a) transfer students (including mutually agreed upon articulation with Missouri Community Colleges)
  - b) non-traditional students
  - c) diverse students

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### 4.3 Monitoring and Advising the Progress of Candidates (Initial and Advanced)

**The unit systematically monitors and assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. The program includes multiple, developmental, and diverse opportunities for growth.**

- 4.3.1 The unit has and uses developmental benchmarks to determine whether or not candidates have prerequisite knowledge and skill to advance to the next program level, ensuring that those who are not able to demonstrate proficiency at any point have opportunities appropriate to their individual learning needs to increase their level of proficiency.
- 4.3.2 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and time lines, and students are advised about their progress.
- 4.3.3 Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, research and concept papers), and recommendations from appropriate professionals in schools.
- 4.3.4 Assessment data are systematically used to assist candidates who are not making satisfactory progress.
- 4.3.5 Criteria consistent with the conceptual framework(s) of programs and consistent with State Board standards (i.e., beginning teacher standards, beginning administrator standards) are used to determine eligibility for student teaching and other professional internships.
- 4.3.6 The professional education unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or culminating field-based experiences (i.e., the administration of and successful completion of the prescribed Missouri State Board of Education entry examination).
- 4.3.7 Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.
- 4.3.8 The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### 4.4 Ensuring the Competence of Candidates (Initial and Advanced)

**The unit ensures that a candidate's competency to begin a professional role in schools is assessed prior to completion of the program and/or recommendation for licensure to teach.**

- 4.4.1 The unit establishes and publishes a set of criteria/outcomes for exit from each professional education program consistent with State Board of Education adopted performance standards.
- 4.4.2 A candidates's mastery of a program's stated exit criteria or outcomes is assessed through the use of multiple sources of data such as a culminating experience, portfolios, interviews, videotaped and observed performance in schools, standardized tests, and course grades.
- 4.4.3 The unit ensures that students exiting educator preparation programs have constructed a professional portfolio which contains evidence of learning accomplishments related to State Board of Education adopted performance standards. The portfolio shall contain evidence to verify knowledge, skills, and abilities, and application with various types of students and/or adults and in various settings. Such portfolio may include but need not be limited to (i) summaries of professional and student research, (ii) videotapes of actual performance in the student's area of specialization or endorsement, (iii) examples of self-analysis and reflection of progress, (iv) formative and summative assessments of performance in academic, clinical, and field-based experiences, (v) and evidence of state-adopted licensing assessment results.
- 4.4.4 The unit requires its candidates to successfully complete the prescribed exit assessment as identified by the Missouri State Board of Education prior to recommending the candidates for certification.
- 4.4.5 The institution recommends for certification only individuals with a 2.5 overall grade point average, with no grade lower than a "C" in any professional education course work who have successfully completed, with a satisfactory rating, the prescribed Missouri State Board of Education examination and other required exit assessments.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### 4.5 Ensuring the Support of Graduates (Initial and Advanced)

**The unit ensures that graduates are well supported during their first two years of professional service.**

4.5.1 The institution provides follow-up support and tracking for all its first and second-year education professionals in the field, including such things as enabling them to meet together and share their ideas, needs, and information; supporting mentor teachers; and supporting district professionals and schools through visits and assistance where required and possible.

4.5.2 Plans for supporting new education professionals are cooperatively developed and implemented by the institutions, the novice professionals, mentor teachers (where appropriate), and school districts.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

**Standard 4.6 Meeting the Needs of the Profession (Initial and Advanced)**

**The unit ensures that the program continues to meet the needs of beginning professionals and their employers.**

4.6.1 The unit seeks and uses data and feedback from its graduates to improve the preparation program.

4.6.2 The unit seeks and uses data and feedback from employers to improve the preparation program.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### **Standard 5: Qualifications, Composition, Assignments, And Development Of Professional Education Faculty And Quality Of Instruction**

#### **5.1 Faculty Qualifications**

**The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.**

5.1.1. Professional education faculty (both full and part time) have earned an advanced degree and have demonstrated competence in each field of specialization that they teach.

5.1.2 Faculty in graduate professional education and in innovative/experimental programs have earned an appropriate terminal degree.

5.1.3 Faculty teaching or supervising teacher education students further their professional development through periodic, direct personal involvement in the schools in grades pre-kindergarten through 12. (Required by Missouri Statute 168.400.3, RSMo.)

5.1.4 Faculty in professional education seek to model and reflect the best practice in the delivery of instruction, including the use of technology.

<b>Information Source</b>	<b>Questions/Issues to be Pursued</b>	<b>Possible Source(s) for Data/Information Needed</b>	<b>Preliminary Rating</b>

## MoSTEP Data Gathering Form

### 5.2 Faculty Composition

**The unit recruits, hires, and retains a diverse higher education faculty.**

5.2.1 The unit has and implements an explicit plan with resources devoted to recruiting, hiring and retaining a diverse faculty

5.2.2 The unit's efforts and success in meeting goals for recruiting a diverse faculty are evaluated annually.

5.2.3 Part-time and adjunct faculty have demonstrated experience and/or competence in education and are employed on a limited basis.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### 5.3 Assignments of Professional Education Faculty

**The unit ensures that policies and assignments allow professional education faculty to be involved effectively in teaching, scholarship and service.**

5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in P-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.

5.3.2 Faculty teaching loads, including student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### 5.4 Faculty Development (Initial and Advanced)

**The institution supports and promotes professional development if the education faculty, and the unit has and implements a systematic, comprehensive, written plan for such experiences.**

5.4.1 The institution has in place policies, resources and practices which support and ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.

5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.

5.4.3 Faculty are regularly evaluated in terms of their contributions to teaching, scholarship, and service.

5.4.4 Evaluations are used systematically to improve teaching, scholarship and service of the higher education faculty within the unit.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

MoSTEP Data Gathering Form

**5.5 Quality of Instruction**  
**Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects research and best practice.**  
5.4.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.  
5.4.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.  
5.4.3 Teaching reflects knowledge about and experiences with diversity and exceptionalities.  
5.4.4 Instruction is continuously evaluated, and the results are used to improve teaching within the unit.

Information Source	Questions/Issues to be Pursued	Possible Source(s) for Data/Information Needed	Preliminary Rating

## MoSTEP Data Gathering Form

### **Standard 6 GOVERNANCE, ORGANIZATION, AUTHORITY (Initial and Advanced)**

**Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.**

- 6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies that promote sound educational programs. All policy decisions are recorded in writing.
- 6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.
- 6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs. The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.

<b>Information Source</b>	<b>Questions/Issues to be Pursued</b>	<b>Possible Source(s) for Data/Information Needed</b>	<b>Preliminary Rating</b>

## MoSTEP Data Gathering Form

### **Standard 7 PROFESSIONAL COMMUNITY (Initial and Advanced)**

**The unit and professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in the schools.**

- 7.1 Faculty who teach general education courses, content-area courses, and professional studies collaborate with each other and with public schools and school-based professionals on the development, implementation and evaluation of professional education programs.
- 7.2 Clinical and other field-based experiences are collaboratively arranged.
- 7.3 The unit provides candidates opportunities to develop an identity as a professional educator via activities that may include but are not limited to joining professional education organizations and attending professional conferences.

<b>Information Source</b>	<b>Questions/Issues to be Pursued</b>	<b>Possible Source(s) for Data/Information Needed</b>	<b>Preliminary Rating</b>

## MoSTEP Data Gathering Form

### **Standard 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING**

#### **8.1 Resources For Operating the Unit**

**The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs.**

8.1.1 Budget trends over the past five years and future planning indicate adequate support for the programs offered in professional education.

8.1.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.

8.1.3 Facilities and equipment are adequate, functional, and well-maintained.

#### **8.2 Resources for Teaching and Scholarship (Initial and Advanced)**

**The unit has adequate resources to support teaching and scholarship by faculty and candidates.**

8.2.1 Support of professional development is at least at the level of other units in the institution.

8.2.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.

8.2.3 Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.

8.2.4 Library resources provide adequate access, scope, breadth, currency, and multiple perspectives; they are systematically reviewed to make acquisition decisions.

8.2.5 Media, software, and materials collections are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.

8.2.6 There are sufficient library and technical staff to support the library, instructional materials collection, and media/computer support services.

<b>Information Source in IR</b>	<b>Questions/Issues to be Pursued</b>	<b>Possible Source(s) for Data/Information Needed</b>	<b>Preliminary Rating</b>

## Rubrics for Teacher Portfolios, MoSTEP 1.2

**Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) with no serious gaps or inaccuracies in understanding.	The pre-service teacher demonstrates a basic knowledge of the discipline(s), possibly only exhibiting the knowledge or skills of a discipline rather than the central concepts that unify the discipline or the tools of inquiry used in the discipline. The pre-service teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding.	There is insufficient evidence upon which to make a determination.
Lesson preparation and instruction reveal the ability to make connections between and among the content, other disciplines, and student background and life experiences.	There is little or no evidence of teaching content in a meaningful context that connects to students' interests and lives or to connect subject matter within and across disciplines.	

***Comments:***

**Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthens prior knowledge and encourages student responsibility, but also supports the intellectual, social, and personal development of all students.	The pre-service teacher demonstrates a basic knowledge of theories and principles of human development and learning (e.g., paraphrases the most major developmental and learning theorists). However, there is little or superficial evidence of using this knowledge to create developmentally appropriate instruction.	There is insufficient evidence upon which to make a determination.

***Comments:***

**Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students.	The pre-service teacher demonstrates a recognition that students differ in their approaches to learning but offers only occasional or narrow evidence of the ability to implement even the most basic adaptations to meet the needs of individual learners.	There is insufficient evidence upon which to make a determination.
Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages.	The pre-service teacher may assert a belief in the individuality of learners (possibly considering only ability differences), but instruction appears predominantly designed for the whole class	
The candidate demonstrates knowledge of when and how to access specialized services.	Overt knowledge of when and how to access specialized services is superficial or absent.	

***Comments:***

**Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher demonstrates the ability to create and implement short-term curriculum goals, the ability to set and/or to work toward long-term curricular goals, and the ability to evaluate the impact of delivered curriculum.	The pre-service teacher demonstrates the ability to create and implement short-term classroom curriculum without providing evidence of either the ability to set and/or to work toward long-term curricular goals or the ability to evaluate the impact of delivered curriculum.	There is insufficient evidence upon which to make a determination.
The pre-service teacher is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons.	Although lesson plans may include references to state knowledge and performance standards, references tend not to be reflected in what k-12 students were actually asked to do.	
Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways..	Lessons tend to focus on whole-class instruction.	
During implementation, the pre-service teacher demonstrates flexibility by evaluating and changing long-& short-term goals and/or instruction to meet student needs	Little evidence is available to indicate the teacher's ability or inclination to evaluate and change goals and/or instruction to meet student needs.	

***Comments:***

**Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs.	The pre-service teacher uses a limited set of instructional strategies, materials, or technology to create lessons mostly at the recall/recognition level; the candidate may not distinguish multiple activities using the same strategy from using different strategies.	There is insufficient evidence upon which to make a determination.
Artifacts reveal the use of a variety of strategies to encourage students' development of critical thinking, problem solving, and performance skills.	There is little or no evidence of either the ability to create learning opportunities that encourage students' development of critical thinking, problem solving, and performance skills or the ability to align instructional strategy with content and/or skills to be taught	
The candidate offers evidence of the ability to engage each student in active learning; moreover, instructional artifacts emphasize a balance between teacher-centered, whole-class instruction and more student-centered, individualized instruction.	The candidate reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction.	
The candidate uses student work in the evaluation of a strategy's impact on student learning.	The candidate tends to assert the positive impact of a strategy rather than provide evidence via student work.	

***Comments:***

**Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation.	The pre-service teacher may recount the principles (or theorists) of individual and group motivation and behavior management but offer little or no evidence of the ability to design and implement a collaborative, participatory, or individualized learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	There is insufficient evidence upon which to make a determination.
The pre-service teacher demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.	Maintaining control may be emphasized over student empowerment.	

***Comments:***

**Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.**

**Performance Indicators:** The pre-service teacher

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community.	The pre-service teacher demonstrates effective personal oral and written communication skills and presentation techniques, including limited media communication to communicate with students, parents, colleagues and the community.	There is insufficient evidence upon which to make a determination.
The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom	The candidate can describe how these communication skills might be used to develop learners' skills or to foster active inquiry, collaboration, and supportive interaction in the classroom without actually giving evidence demonstrating the ability.	
Interactions with students tend to treat students as valued individuals.	Interactions with students tend to treat students as all being the same.	
Use of communication/media technology is appropriate and varied.	Use of communication/media technology is limited and conventional.	

**Comments:**

**Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment.	The pre-service teacher demonstrates a basic knowledge of formal assessment strategies for a variety of purposes (i.e., intellectual, social, and physical assessment); alternatively, the candidate may reveal only a narrow range of even formal assessment strategies, tending to focus on whole-class knowledge testing.	There is insufficient evidence upon which to make a determination.
The candidate's evidence demonstrated a knowledge of state knowledge/performance standards and their assessment.	The candidate provides little or no evidence of knowledge of state knowledge/performance standards or their assessment.	
This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues.	There is little or no evidence that the candidate uses information generated from assessment to inform instruction or to foster student self-assessment or growth.	
The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement; moreover, evidence reveals the willingness and ability to use assessment data to offer constructive feedback to students, parents, and colleagues.	There is little or no evidence of the ability to maintain useful records of student performance and/or to communicate constructive and specific feedback to students, parents, or colleagues.	
Student work samples verify candidate's assessment knowledge and skills.	Knowledge and skills tend not to be supported by student work samples.	

***Comments:***

**Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.**

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired).	The pre-service teacher does not consistently exhibit the ability to think about and articulate the quality of his/her own learning, choices, and actions on student learning.	There is insufficient evidence upon which to make a determination.
The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process.	There is evidence that this teacher can articulate and apply professional ethical standards to situations posed to him or her; alternatively, there may be no evidence that the individual has considered ethical standards.	
This candidate uses reflection to analyze actions and decisions, and based on his/her findings the candidate refines practice and/or seeks out opportunities to grow professionally.	Candidate reflections are primarily descriptive of what occurred; if reflection is used at all, it yields at most only minor refinements in learning and practice, seeking no opportunities for professional growth.	

***Comments:***

**Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.**

<b>Meets the Standard</b>	<b>Not Yet Meeting the Standard</b>	<b>Insufficient Evidence</b>
The pre-service teacher seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being.	The pre-service teacher confines his/her activities to the classroom and to interactions with the cooperating teacher.	There is insufficient evidence upon which to make a determination.
The candidate demonstrates knowledge of when and how to access specialized services.	The candidate shows no evidence of going beyond the classroom to connect with others to support student learning, including but not limited to knowledge of when and how to access specialized services.	

***Comments:***

**Quality Indicator 1.2.11 Technology in Teaching and Learning:** The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The pre-service teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.	The pre-service teacher demonstrates at most a basic (or very limited) knowledge of computer technologies with little recognition of the need to stay abreast of evolving technologies.	There is insufficient evidence upon which to make a determination.
The pre-service teacher applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.	The pre-service teacher plans and delivers learning opportunities that integrate computers into the classroom, but these opportunities employ only a limited range of learning software and little beyond games, word-processing, presentation software, and computerized work sheets.	
The pre-service teacher identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentation. designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration). to address the diverse needs of students. facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.	The pre-service teacher identifies, locates, explores computer/technology resources including applications, tools, educational software, but does not evaluate these critically with regard to such issues as developmental appropriateness, accuracy, or suitability to support local, state, or national standards. designs and utilizes technology-based, teacher-centered classroom strategies and activities, with no differentiation of instruction facilitates technology-enhanced learning experiences that are limited to knowledge or basic-skills acquisition and communication.	

<p>The pre-service teacher uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p>	<p>The pre-service teacher exhibits little or no use of technology resources in assessing and managing data on student learning of subject matter; alternatively, uses technology to assess only the recall/recognition of knowledge and basic skills.</p>
<p>The pre-service teacher uses technology resources to engage in ongoing professional development and lifelong learning. continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solving problems.</p>	<p>The pre-service teacher reveals little or no evidence of the inclination or ability to use technology resources to enhance professional development learning. rarely reflects on professional practice regarding the use of technology in support of student learning. may use technology to communicate with peers but not with parents and the larger community or to collaborate or conduct research.</p>
<p>The pre-service teacher models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>	<p>The pre-service teacher models legal and ethical practice related to technology, information, and software resources but does not demonstrate the inclination to teach this to students; alternatively, may disregard matters of copyright or fair acknowledgment of resources and materials taken from print or electronic sources; expresses some concern for the safe and healthy use of technology resources.. does not use technology resources as a means to empowering learners with diverse backgrounds, characteristics, and abilities; does not overtly consider the issue of equitable access to technology resources for all students.</p>

## Rubrics for School Leaders, MoSTEP 1.3

*1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

<b>Meets the Standard The Beginning School Leader ...</b>	<b>Not Meeting the Standard The Beginning School Leader ...</b>
Understands the needs for and the process of collaboratively developing a vision and mission based on student learning and relevant demographic data pertaining to students and their families	Exhibits ignorance or disregard for the need to collaboratively developing a vision and mission based on student learning and relevant demographic data pertaining to students and their families
Recognizes the need to communicate and model the vision and mission to all stakeholders through varied means (symbols, ceremonies, stories, etc.)	Seems disconnected from the vision and mission and does not communicate it to all stakeholders.
Recognizes and can address barriers to achieving the vision	Does not work to eliminate barriers to achieving the vision
Recognizes everyone's contributions to implementing the vision and mission	Takes a top-down attitude toward implementing the vision and mission
Uses the vision and mission to shape programs, actions, & plans	Rarely if ever uses the vision and mission to shape programs, actions, & plans
Clearly articulates objectives & strategies and the means by which those objectives & strategies will be monitored and evaluated	In frequently identifies objectives & strategies for addressing issues and may take a haphazard or unilateral approach to taking action, monitoring actions/plans, and evaluating actions and their consequences.
Identifies and draws upon existing resources;	Tends to disregard or ignore existing resources;
Understands the need and processes for regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data	Sees the vision and mission as static and, therefore, does not see the value in regularly and collaboratively monitoring, evaluating, and revising the vision, mission, and implementation plans based on student-learning data.

***1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.***

<b>Meets the Standard The Beginning School Leader ...</b>	<b>Not Meeting the Standard The Beginning School Leader ...</b>
Treats everyone with fairness, dignity, and respect.	Tends to favor some people over others and so does not treat everyone with fairness, dignity, and respect.
Recognizes the need for promoting professional development focused on student learning and consistent with school vision and goals, high expectations, and an attitude that everyone can succeed	Does not appear to recognize the need for focused professional development, basing decisions regarding professional development on issues other than student learning, school vision and goals, high expectations, and/or an attitude that everyone can succeed.
Demonstrates the ability to create and regularly assess the effectiveness of a school culture and climate in which students and staff feel valued and important, in which responsibilities, contributions, and accomplishments of students and staff are acknowledged and celebrated, in which life-long learning is encouraged and modeled, in which high expectations are held for self, students, and staff	Does not appear to see the need or value of regularly assessing the effectiveness of a school culture and climate. Appears not to view students and staff as valued and important. Does not promote or model life-long learning or high expectations are held for self, students, and staff.
Bases curricular, co-curricular, and extra-curricular decisions on a variety of information sources, including research, teachers' expertise, the recommendations of learned societies	Bases curricular, co-curricular, and extra-curricular decisions on a narrow and/or superficial range of information sources.
Is able and inclined to promote and facilitate a learning environment in which diversity is viewed as an asset, in which every student is provided multiple opportunities to learn, in which technologies are used in teaching and learning	Appears to view diversity as a barrier or problem rather than as an asset. Does not see the need for every student to have multiple opportunities to learn, or an environment in which technologies are used in teaching and learning.
Understands and exhibits the inclination to promote and use a variety of methods for assessing student and staff performance	Understands and employs only a narrow range of methods for assessing student and staff performance.
Understands and employs a variety of supervisory and evaluation models	Leans heavily on one or two ineffective, overly-traditional, or inappropriate supervisory and evaluation models.
Demonstrates the ability to develop pupil personnel programs to meet the needs of students and their families	Does not seem to value or promote pupil personnel programs to meet the needs of students and their families.

***1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.***

<b>Meets the Standard The Beginning School Leader ...</b>	<b>Not Meeting the Standard The Beginning School Leader ...</b>
Uses knowledge of learning, teaching, and student development to inform management decisions.	Is not inclined or able to use knowledge of learning, teaching, and student development to inform management decisions.
Demonstrates the ability and inclination to Involve stakeholders in decisions and shares responsibility to maximize ownership and accountability.	Takes a top-down or unilateral approach to decision making, rarely involving stakeholders in decisions.
Uses effective problem-framing, problem-solving, conflict-resolution, group-process, consensus-building, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.	Rarely takes time to use effective problem-framing, problem-solving, conflict-resolution, group-process, consensus-building, and communication skills to identify, confront, and resolve problems and opportunities in a timely manner.
Demonstrates an understanding of effective collective bargaining and other contractual agreements related to the school.	Takes an adversarial approach to managing collective bargaining and other contractual agreements related to the school.
Exhibits the ability to manage and regularly assess and evaluate the effectiveness of operational systems and procedures designed to maximize opportunities for successful learning and the attainment of school's vision and goals.	Does not manage and regularly assess and evaluate the effectiveness of operational systems and procedures unless they are in crisis. Rarely defines systems and procedures in terms of maximizing opportunities for successful learning and the attainment of school's vision and goals.
Exhibits the ability to ensure the school plant, equipment, and support systems operate safely, efficiently, and effectively	Takes a hands-off approach to managing school plant, equipment, and support systems until they become problems.
Understands the need to create and maintain a safe, clean, and aesthetically pleasing school environment	Appears not to value creating and maintaining a safe, clean, and aesthetically pleasing school environment.
Aligns and manages time and resources (financial, human, and material) to maximize attainment of organizational goals	Employs a haphazard or inefficient approach to managing time and resources (financial, human, and material).
Understands and expresses the need to maintain confidentiality and privacy of school records	Does not regularly demonstrate the ability or inclination to maintain confidentiality and privacy of school records.

***1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.***

<b>Meets the Standard The Beginning School Leader ...</b>	<b>Not Meeting the Standard The Beginning School Leader ...</b>
Demonstrates a commitment to high visibility, active involvement, and communication with the larger community	Does not understand or acknowledge the need to engage the larger community in the affairs of the school.
Collaboratively develops and implements a comprehensive community relations plan that uses information about family and community concerns, expectations, and needs; that identifies and nurtures relationships with community leaders; and that involves a variety of outreach activities in which the school and community serve one another as resources.	Demonstrates a haphazard approach to developing and implementing narrow, ill-informed, and/or naively conceived community relations plans. Takes an isolated and isolating approach to community relationship building
Understands how to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals	Appears unaware of the need to establish partnerships with area businesses, institutions of higher education, and community youth and family service groups to help the school solve problems and achieve goals.
Demonstrates the ability to develop and maintain effective media relations	Demonstrates little knowledge of how to develop and maintain effective media relations.
Models community collaboration for staff and provides opportunities for everyone to develop collaborative skills	Appears disinclined to engage in community collaboration within or outside the school.
Recognizes and values diversity, as evidenced in equitable treatment of all community stakeholders even when the values and opinions of individuals and groups may conflict	Appears to view diversity as a stumbling block and does not demonstrate the ability of engage in equitable treatment of all community stakeholders especially when the values and opinions of individuals and groups may conflict.
Understands the necessity of using public resources and funds appropriately and wisely	Sometimes uses public resources and funds inappropriately and unwisely.

***1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.***

<b>Meets the Standard The Beginning School Leader ...</b>	<b>Not Meeting the Standard The Beginning School Leader ...</b>
Demonstrates understanding of the purpose of education and the role of leadership in modern society	Appears unable to connect decisions and behaviors to the purpose of education and the role of leadership in modern society.
Possesses and reflects upon a personal and professional code of ethics and expects others in the school community to behave ethically and with integrity.	Make little mention of a personal and professional code of ethics and rarely uses it to reflect on actions and decisions. However, may expects others in the school community to behave ethically and with integrity.
Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance and that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community	Does not consistently model the values, beliefs, and attitudes that might inspire others to higher levels of performance and that reveal an appreciation for and sensitivity to the prevailing values of the diverse school community.
Demonstrates the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one's administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.	Does not consistently demonstrate the ability to serve as a role model through such actions as accepting responsibility for school operations, opening the school to public scrutiny, considering the impact of one's administrative practices on others, treating people fairly, equitably, and with dignity and respect, protecting the rights and confidentiality of students and staff, and using the influence of office to enhance educational programs rather than for personal gain.
Recognizes and respects the legitimate authority of others	Has some trouble recognizing and respecting the legitimate authority of others.
Recognizes the need and desire to fulfill legal and contractual obligations	Sometimes inclined to skirt or disregard legal and contractual obligations.
Applies laws and procedures fairly, wisely, and considerately.	Inconsistently applies laws and procedures.

***1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.***

<b>Meets the Standard The Beginning School Leader ...</b>	<b>Not Meeting the Standard The Beginning School Leader ...</b>
Understands the need and processes necessary to create and maintain a school environment that operates on behalf of students and their families	Rarely employs the processes necessary to create and maintain a school environment that operates on behalf of students and their families.
Can maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates	Does not appear to value or is not inclined to maintain open lines of communication and ongoing dialog with diverse community groups and decision-makers concerning trends, issues, and potential changes in the environment within which the school operates.
Demonstrates the ability to ensure that the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities	Exhibits ignorance or disregard for the framework of policies, laws, and regulations enacted by local, state, and federal authorities that impact the operation of the school community.
Understands how to shape public policy in ways designed to provide quality education for students	Does not acknowledge the need to shape public policy in ways designed to provide quality education for students.

**MOSTEP STANDARDS FOR PROFESSIONAL SCHOOL COUNSELORS RUBRICS**  
As Approved by MO Counselor Educators, April 2001

**1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.**

***Quality Indicators:***

**1.4.1.1 Human Growth and Development:** The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in his or her work with learners.

***Performance Indicators:*** The professional school counselor candidate:

- knows and understands theories of individual and family development, transitions across the life-span, and the range of human developmental variation
- knows developmental stages of individual growth
- knows and understands theories of learning and personality development
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
- applies developmental principles in working with learners in a variety of school counseling activities

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates <i>an adequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>consistently applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>routinely applies</i> developmental principles in working with learners in a variety of school counseling activities.	The professional school counselor candidate demonstrates <i>inadequate depth of knowledge and understanding</i> of theories of individual and family development, transitions across the life-span, and the range of human developmental variation; of developmental stages of individual growth; and of learning and personality development. She/he <i>occasionally applies</i> factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles. He/she <i>inconsistently applies</i> developmental principles in working with learners in a variety of school counseling activities.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.1.2 Culture and Diversity:** The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

**Performance Indicators:** The professional school counselor candidate:

- knows and understands multicultural and pluralistic trends
- knows and understands attitudes and behaviors related to diversity, and how the diversity in families impacts learners
- educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
- facilitates the development of learners' tolerance and respect for, and valuing of, human diversity
- knows and understands how culture affects the counseling relationship and demonstrates cultural awareness and sensitivity in counseling

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>routinely and effectively educates</i> students, colleagues and others about diversity and its impact on learning, growth, and relationships. He/she <i>proactively facilitates</i> the development of learners' tolerance and respect for, and valuing of, human diversity. She/he <i>consistently and competently demonstrates</i> cultural awareness and sensitivity in counseling.	The professional school counselor candidate demonstrates only a <i>basic level of knowledge and understanding</i> of multicultural and pluralistic trends, attitudes and behaviors related to diversity, how the diversity in families impacts learners and how culture affects the counseling relationship. She/he <i>occasionally educates students</i> , colleagues and others about diversity and its impact on learning, growth, and relationships. He/she <i>only reactively facilitates</i> the development of learners' tolerance and respect for, and valuing of, human diversity. She/he <i>occasionally demonstrates</i> cultural awareness and sensitivity in counseling.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.1.3 Assessment:** The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

**Performance Indicators:** The professional school counselor candidate:

- knows and understands theoretical and historical bases for assessment techniques
- knows and understands the concepts of reliability and validity
- selects, administers, and interprets assessment and evaluation instruments and techniques in counseling
- applies assessment results to the counseling process
- knows, understands and applies ethical principles in assessment

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>effectively and consistently selects, administers, and interprets</i> assessment and evaluation instruments and techniques in counseling, and <i>systematically applies assessment</i> results to the counseling process.	The professional school counselor candidate <i>demonstrates an inadequate depth</i> of knowledge and understanding of theoretical and historical bases for assessment techniques, the concepts of reliability and validity, and ethical principles in assessment. He/she <i>does not yet effectively select, administer, and interpret</i> assessment and evaluation instruments and techniques in counseling, and <i>apply</i> assessment results to the counseling process.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.1.4 Career Development and Planning:** The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

**Performance Indicators:** The professional school counselor candidate:

- knows and understands theories of career development, career decision-making and planning
- selects and applies career counseling models with learners
- promotes and supports the career decision-making and planning of learners
- uses various career assessment techniques to assist learners in understanding their abilities and career interests
- uses current career information to assist learners in understanding the world of work and making career plans and choices

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>effectively selects and applies</i> career counseling models with learners, and <i>actively</i> promotes and supports the career decision-making and planning of learners. He/she <i>consistently uses</i> various career assessment techniques to assist learners in understanding their abilities and career interests, and <i>effectively uses</i> current career information to assist learners in understanding the world of work and make career plans and choices.	The professional school counselor candidate demonstrates a <i>limited depth of knowledge and understanding</i> of theories of career development, career decision-making and planning. She/he <i>occasionally selects and applies</i> career counseling models with learners, and <i>reactively</i> promotes and supports the career decision-making and planning of learners. He/she <i>only uses a limited variety</i> of career assessment techniques to assist learners in understanding their abilities and career interests. She/he <i>occasionally uses</i> career information to assist learners in understanding the world of work and make career plans and choices.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.2 The professional school counselor candidate promotes learners' growth and development through a district wide, comprehensive model for guidance and counseling for all students.**

***Quality Indicators:***

**1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.**

***Performance Indicators:*** The professional school counselor candidate:

- knows, understands, and conducts guidance needs assessments
- collaborates with other school personnel in the delivery of the guidance curriculum
- designs and implements developmentally appropriate guidance activities

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of guidance needs assessments, and <i>systematically and effectively</i> conducts them. He/she <i>regularly and effectively</i> collaborates with other school personnel in the delivery of the guidance curriculum. She/he <i>effectively designs and implements</i> developmentally appropriate guidance activities.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of guidance needs assessments, and <i>does not yet conduct them systematically and effectively</i> . He/she <i>only occasionally</i> collaborates with other school personnel in the delivery of the guidance curriculum. She/he <i>does not yet effectively design and implement</i> developmentally appropriate guidance activities.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.2.2 Individual Planning:** The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

**Performance Indicators:** The professional school counselor candidate:

- knows and understands planning and goal setting processes
- uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of planning and goal setting processes. He/she <i>consistently and effectively</i> uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.	The professional school counselor candidate demonstrates <i>only limited knowledge and understanding</i> of planning and goal setting processes. He/she <i>does not consistently and effectively</i> use various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to all learners in the school community**

**Performance Indicators:** The professional school counselor candidate:

- knows and understands a variety of individual and small group counseling theories and techniques
- knows and understands a variety of crisis intervention and consultation theories and techniques
- selects and uses counseling interventions appropriate to the needs of all learners
- uses appropriate referral resources and procedures

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>selects and effectively uses</i> counseling interventions appropriate to the needs of all learners, and <i>consistently uses appropriate</i> referral resources and procedures.	The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of individual and small group counseling theories and techniques, and a variety of crisis intervention and consultation theories and techniques. He/she <i>occasionally selects and uses</i> counseling interventions appropriate to the needs of all learners, and <i>inconsistently uses appropriate</i> referral resources and procedures.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.2.4 System Support:** The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

**Performance Indicators:** The professional school counselor candidate:

- knows, understands, develops, and manages a comprehensive guidance program for all learners
- advocates for the guidance program throughout the school community
- knows, understands, and conducts program evaluation to monitor and improve the guidance program

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>effectively develops and manages</i> a comprehensive guidance program for all learners. She/he <i>routinely advocates</i> for the guidance program throughout the school community, and <i>systematically conducts</i> program evaluation to monitor and improve the guidance program.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of a comprehensive guidance program for all learners, and program evaluation. He/she <i>does not yet develop and manage</i> a comprehensive guidance program for all learners. She/he <i>occasionally advocates</i> for the guidance program throughout the school community, and <i>sporadically conducts</i> program evaluation to monitor and improve the guidance program.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.2.5 Technology:** The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

**Performance Indicators:** The professional school counselor candidate:

- knows, understands and uses a variety of technology in the delivery of guidance and counseling activities
- uses technology to manage a comprehensive guidance program

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>effectively uses</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>widely and routinely uses technology</i> to manage a comprehensive guidance program.	The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of a variety of technology. She/he <i>does not yet effectively use</i> a variety of technology in the delivery of guidance and counseling activities. He/she <i>only occasionally uses technology</i> to manage a comprehensive guidance program.	There is insufficient evidence upon which to make a determination about this standard.

### 1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community

#### *Quality Indicators:*

1.4.3.1 The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

*Performance Indicators:* The professional school counselor candidate:

- knows, understands and uses consultation strategies to improve communication and promote teamwork
- uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff
- uses consultation strategies to promote school-home relationships through involvement of parents and other family members
- uses consultation methods with private and public agencies in the community that may be involved in the learner's development

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of consultation strategies. She/he <i>effectively uses</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>effectively uses</i> consultation methods with private and public agencies in the community that may be involved in the learner's development.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of consultation strategies. She/he <i>does not yet effectively use</i> consultation strategies to improve communication and promote teamwork; to coordinate resources and efforts of teachers, administrators, and support staff; and to promote school-home relationships through involvement of parents and other family members. He/she <i>does not yet use</i> consultation methods with private and public agencies in the community that may be involved in the learner's development.	There is insufficient evidence upon which to make a determination about this standard.

#### 1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.

##### *Quality Indicators:*

**1.4.4.1 Ethical:** The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.

***Performance Indicators:*** The professional school counselor candidate:

- knows, understands and practices in accordance with the ethical principles of the counseling profession
- knows and understands the differences among legal, ethical, and moral principles
- knows, understands and practices in accordance with local school policy and procedures
- employs ethical decision-making models to recognize and resolve ethical dilemmas
- models ethical behavior in his or her work

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/he <i>routinely and consistently practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>regularly employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and <i>continuously models</i> ethical behavior in his or her work.	The professional school counselor candidate <i>does not yet demonstrate an appropriate depth of knowledge and understanding</i> of the ethical principles of the counseling profession; differences among legal, ethical, and moral principles; and local school policy and procedures. She/he <i>occasionally practices</i> in accordance with the ethical principles of the counseling profession, and local school policy and procedures. He/she <i>employs</i> ethical decision-making models to recognize and resolve ethical dilemmas and models ethical behavior in his or her work.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the professional school counselor**

**Performance Indicators:** The professional school counselor candidate:

- knows and understands the local, state, and federal statutory requirements pertaining to her or his work
- uses legal resources to inform and guide his or her practice
- practices in accordance with the legal restraints of local jurisdictions
- practices within the statutory limits of confidentiality

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate demonstrates an <i>appropriate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>effectively uses</i> legal resources to inform and guide his or her practice; <i>consistently practices</i> in accordance with the legal restraints of local jurisdictions; and <i>consistently practices</i> within the statutory limits of confidentiality.	The professional school counselor candidate demonstrates an <i>inadequate depth of knowledge and understanding</i> of the local, state, and federal statutory requirements pertaining to her or his work. She/he <i>only occasionally</i> uses legal resources to inform and guide his or her practice; <i>does not yet consistently practice</i> in accordance with the legal restraints of local jurisdictions and within the statutory limits of confidentiality.	There is insufficient evidence upon which to make a determination about this standard.

**1.4.4.3 Professional:** The professional school counselor candidate knows, understands and implements methods to promote his or her professional development and well-being.

**Performance Indicators:** The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development
- knows, understands, uses and models techniques of self-care
- evaluates her or his practice, seeks feedback from others, and uses this information to improve performance

Meets the Standard	Not Yet Meeting the Standard	Insufficient Evidence
The professional school counselor candidate <i>actively participates</i> in professional organizations; <i>develops and fully implements</i> a professional development plan; <i>routinely uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>knows, understand and regularly uses and models</i> techniques of self-care, and <i>systematically evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.	The professional school counselor candidate <i>is beginning to participate</i> in professional organizations; <i>has yet to develop and implement</i> a professional development plan; <i>occasionally uses</i> personal reflection, consultation, and supervision to promote professional growth and development. He/she <i>inconsistently uses and models</i> techniques of self-care, and <i>informally evaluates</i> her or his practice, seeks feedback from others, and uses this information to improve performance.	There is insufficient evidence upon which to make a determination about this standard.

# Rubrics for Library-Media Specialist, MoSTEP 1.5

(submitted May 27, 2003)

## Standard 1.5 Library Media Specialist

[with parallel *Quality Indicators* for Standard 1.2 Content, Professional, Pedagogical, and Integrative Studies for Teacher Preparation (Initial)]

### Component 1.5.1 Use of Information and Ideas

**Quality Indicator 1.5.1.1 Efficient and Ethical Information-Seeking Behavior: Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community. (1.2.1, 1.2.3, 1.2.9)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates advocate for and demonstrate effective use of current and relevant information processes and resources, including emerging technologies.</li> <li>• Candidates model a variety of effective strategies to locate, evaluate and use information in a variety of formats for diverse purposes.</li> <li>• Candidates plan reference services, using traditional and electronic services that are comprehensive and address the needs of all users.</li> <li>• Candidates model and teach legal and ethical practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model strategies to locate, evaluate and use information for specific purposes.</li> <li>• Candidates identify and address student interests and motivations.</li> <li>• Candidates interact with the learning community to access, communicate and interpret intellectual content.</li> <li>• Candidates conduct effective reference interviews making accommodations for diverse experiential backgrounds and learning styles and the needs of students with exceptionalities (Mo-STEP)</li> <li>• Candidates adhere to and communicate legal and ethical policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of the research process.</li> <li>• Candidates do not differentiate user needs.</li> <li>• Candidates do not identify or support student interests or needs.</li> <li>• Legal and ethical practices are ignored.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.1.2 Literacy and Reading: Candidates encourage reading and lifelong learning by stimulating interests and fostering competencies in the effective use of ideas and information. (1.2.2, 1.2.5)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates are knowledgeable about historical and contemporary trends and multicultural issues in reading material for children and young adults.</li> <li>• Candidates are knowledgeable about reading theory, and current trends and strategies related to teaching reading. (Mo-STEP)</li> <li>• Candidates analyze and apply research in literacy and reading in order to select and recommend diverse materials in formats and at levels that facilitate the reading process and the development of fluency in readers.</li> <li>• Candidates promote the importance of reading among all students through reader advisory services and reading motivation activities. (Mo-STEP)</li> <li>• Candidates collaborate with teachers to integrate literature into curriculum.</li> <li>• Candidates instill a sense of enjoyment in reading in others that leads to lifelong reading habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are aware of major trends in reading material for children and youth.</li> <li>• Candidates are aware of reading theory and strategies related to teaching reading. (Mo-STEP)</li> <li>• Candidates select materials in multiple formats to address the needs and interests of diverse young readers and learners.</li> <li>• Candidates promote reading among students through reader advisory services or reading motivation activities.</li> <li>• Candidates use a variety of strategies to promote leisure reading.</li> <li>• Candidates model their personal enjoyment of reading in order to promote the habits of creative expression and lifelong reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of knowledge of the reading process.</li> <li>• Candidates are not familiar with reading material for children and youth.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.1.3 Access to Information: Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services. (1.2.7)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates analyze and implement library media program scheduling options for different needs by developing flexible and open access for the library media center and its services.</li> <li>• Candidates plan strategically to ensure physical and intellectual access to information for the entire school community.</li> <li>• Candidates identify means of providing remote access to information.</li> <li>• Candidates model and promote the tenets of privacy, confidentiality, intellectual property, and intellectual freedom.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates support flexible and open access for the library media center and its services.</li> <li>• Candidates identify barriers to equitable access to resources and services.</li> <li>• Candidates facilitate access to information in print, nonprint, and electronic formats.</li> <li>• Candidates comply with and communicate the legal and ethical codes of the profession.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of issues related to access to information.</li> <li>• Candidates do not demonstrate knowledge of the legal and ethical practices of the profession</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.1.4 Stimulating Learning Environment: School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. (1.2.6)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates demonstrate collaborative techniques as they create and maintain an attractive, positive educational climate in a technology-rich, library media center.</li> <li>• Candidates use research-based data, including action research, to analyze and improve services.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate ways to establish and maintain a positive educational climate in the library media center.</li> <li>• Candidates identify relationships among facilities, programs, and environment that impact student learning.</li> <li>• Candidates plan and organize library media centers according to their use by the learning community.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little or no evidence of awareness of the impact of the climate of the library media environment on learning.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Component 1.5.1 Use of Information and Ideas Supporting Explanation:**

Today's school library media specialists must prepare young people to function in an information society and teach them how to be learners. Learners are those who inquire, who seek information, who evaluate it, and apply it to new problems and ultimately assess how well the information has met their needs. (IP p.131)

School library media candidates model efficient and ethical information-seeking strategies. Possessing these skills will enable school library media specialists to provide information in response to the needs of the school community, and to help learners articulate their information needs.

School library media candidates work to inspire others to acquire the life-long habits of reading and learning. They apply their knowledge of the reading process, of materials for children and young adults, and of reader's advisory services, while assisting diverse learners to select resources in a variety of formats. Since school library media specialists collaborate with the entire school community, they are uniquely poised to integrate literature into instructional programs, as well as to share and promote the personal aesthetic enjoyment of reading and other creative expressions by the school community.

School library media candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere. Candidates develop strategies to create flexible access to the library media center before and after school and throughout the school day, aligned with curricular needs.

School library media candidates demonstrate the knowledge, skills, and dispositions to design a school library media facility that is collaboratively planned with the school community and provides opportunities for research, browsing, reading, listening, viewing, creative production and sharing of learning experiences. All of these activities take into account exceptionalities and diversity, providing appropriate physical and intellectual adaptations to meet the needs of all students. Understanding the need to access information from remote locations and to engage the community at large in the education of students, school library media candidates figuratively extend the walls of the library media center through online access and Web portals.

School library media candidates should know and follow the legal and ethical codes of the profession, modeling the tenets of intellectual freedom, confidentiality, and intellectual property. In this way, the library media program facilitates democratic discussion and reflection.

### **Representative Evidence:**

- Lessons: employing a variety of strategies and demonstrating development of literacy skills i.e. appreciation of authors, illustrators, fiction, nonfiction, multimedia.
- Documents: demonstrating wide knowledge of children and young adult literature; showing an understanding of ethical use of materials; showing ways to effectively use ideas and information i.e. bibliographies, projects, events, promotional materials, Web tutorials or Website designs.
- Plans: demonstrating comprehension of programmatic issues i.e. design and use of facilities, access and use of technology, accommodations for exceptionalities, allocation of fiscal resources, policies and procedures; documentation showing an understanding of union catalog projects, interlibrary loan organizations and networks at the local, regional, state, and national levels.
- Schedules: illustrating use of the facility by the learning community.
- Videotapes: representing types of interactions i.e. reference interviews, readers' advisory sessions, or motivational reading events.
- Analyses: of issues related to literacy i.e. literary genres, reading behaviors, electronic reading programs or current trends in reading instruction.
- Pathfinders: demonstrating information-seeking behaviors and knowledge of information processes i.e. relates to a unit of study, area of personal interest or format of information.
- Websites: highlighting school library websites created by candidates that incorporate appropriate information sources, reading promotional activities, statements on policies and procedures including policies for access and ethical use.
- Special event plans: including steps to be taken before, during and after an event i.e. an author visit, a reading incentive program, or schoolwide information literacy activity.
- Posters, signs and instruction sheets: giving instructions for access to informational databases in the library and from home, classroom, and other locations.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 9-13)

***Component 1.5.2 Teaching and Learning***

**Quality Indicator 1.5.2.1 Knowledge of Learners and Learning: Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning. (1.2.1, 1.2.2, 1.2.4, 1.2.7, 1.2.8, 1.2.11)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>Candidates ensure that the library media curriculum is documented as significant to the overall academic success of all students.</li> </ul>	<ul style="list-style-type: none"> <li>Candidates design library media instruction that assesses learner needs, instructional methodologies, and information processes to assure that each is integral to information skills instruction.</li> <li>Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, abilities and needs.</li> <li>Candidates base information skills instruction on student interests and learning needs; instruction is linked to student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Candidates demonstrate little or no evidence of knowledge of learner characteristics, learning processes, or exceptionalities.</li> <li>Candidates do not link student interests, learning, information skills instruction; student achievement is not assessed or documented.</li> <li>There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.2.2 Effective and Knowledgeable Teacher: Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content. (1.2.4, 1.2.5, 1.2.8)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates can document and communicate the impact of collaborative instruction on student achievement.</li> <li>• Candidates develop a regular communication procedure between home and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates work with classroom teachers to co-plan, co-teach, and co-assess information skills instruction.</li> <li>• Candidates, as teachers of information skills, make use of a variety of instructional strategies and assessment tools.</li> <li>• Candidates analyze the role of student interest and motivation in instructional design.</li> <li>• Candidates create, implement and evaluate student learning experiences in partnership with teachers and other educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop lesson plans in isolation with little or no attention to instructional methodologies.</li> <li>• Candidates' instructional methodologies exhibit limited strategies and the use of few resources.</li> <li>• Candidates do not assess student learning.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.2.3 Information Literacy Curriculum: Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum. (1.2.4, 1.2.5, 1.2.7, 1.2.11)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates work to ensure that responsibility for an integrated information literacy curriculum is shared across curricular areas throughout the school.</li> <li>• Candidates advocate for the information skills curriculum in order to assure appropriate learning experiences for all students, and to address the academic needs of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates employ strategies to integrate the information literacy curriculum with content curriculum.</li> <li>• Candidates incorporate technology to promote efficient and equitable access to information beyond print resources.</li> <li>• Candidates assist students to use technology to access, analyze, and present information.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop an information literacy curriculum which is in isolation from content curriculum and which relies on traditional print-only library research tools and location and access skills.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Component 1.5.2 Teaching and Learning Supporting Explanation:**

Schools exist to create educated citizens and to teach students basic skills needed for lifelong learning. One of the most important elements of lifelong learning is information literacy. Just as information processes should be integrated with content curriculum, so too should school library media specialists integrate their teaching by collaborating with classroom teachers to plan instructional goals and strategies, deliver instruction as an integrated team, and assess the process and product of information skills integrated with the learning product.

School library media specialists are the information literacy experts in the school, modeling effective use of information skills to solve problems, pursue knowledge, and serendipitously explore the world of information.

School library media candidates must demonstrate knowledge of human development, learning theory, learner behavior, and instructional design. Candidates have the responsibility to develop instruction that will motivate students to become information literate, independent in their learning, and socially responsible in their use of information and information technology. School library media specialists develop the school library media center as a learning laboratory uniquely designed to ensure that all students are efficient and effective users of information and ideas. In their work with all learners, the school library media specialist crosses disciplines and integrates information literacy in all curricular areas (NBPTS, standard IV).

The national information literacy standards from *Information Power* and state-level information curricula, provide the basis for the school library media specialist's role in collaborative planning with classroom teachers. Such planning should include the development of assessments that accurately reflect and further the student's learning. Inquiry is an essential component of learning in the information age, and the library media program is the keystone of this effort. The school library media specialist is the catalyst in generating a spirit of inquiry within the school.

**Representative Evidence:**

- Lessons: demonstrating knowledge and use of AASL national information literacy standards; showing the candidate has an understanding of human development, learning theory, and instructional design; demonstrating elements of differentiation and instructional adaptations for students with exceptionalities, and incorporating authentic learning opportunities.
- Documents: showing a knowledge of information literacy standards; showing a knowledge of K-12 subject curriculum; documenting ability to plan, deliver, and assess instruction for all students i.e. different learning styles, classroom content, student behavior, or exceptionalities.
- Self-reflection: showing that the candidate has imagined ways to become a catalyst in generating a spirit of inquiry within the school.
- Teaching evaluations: including self-evaluations and reflections in practice as well as supervisors' reactions.
- Project plans and evaluations: indicating efforts made by the candidate to generate a spirit of inquiry throughout the school.
- Assessment tools: measuring progress in student literacy skills, i.e. checklists, rubrics, conferencing, journaling, and portfolios.
- Websites: showing that the candidate is becoming an expert in informational and curricular needs of users.
- Portfolios: including videotaped instruction and samples of student work showing successfully taught lessons demonstrating integration of information literacy skills with content area objectives.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 14-16)

***Component 1.5.3 Collaboration and Leadership***

**Quality Indicator 1.5.3.1 Connection with the Library Community: Candidates provide leadership and establish connections with the greater library and education community. (1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates employ strategies to ensure connections between the school community and the larger library world of public, academic, special libraries, and information centers.</li> <li>• Candidates participate in professional associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.</li> <li>• Candidates articulate the role of their professional associations and journals in their own professional growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are unaware of the potential for benefits to the school library media program from making connections to the larger library community.</li> <li>• Candidates have limited or no understanding of the role of professional associations and journals in their professional lives.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.3.2 Instructional Partner: Candidates demonstrate effective leadership principles and work with the learning community to create a productive educational environment. (Mo-STEP) (1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates anticipate providing leadership to school and district committees.</li> <li>• Candidates share expertise in the design of appropriate instruction and assessment activities with other professional colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates model, share, and promote ethical and legal principles of education and librarianship.</li> <li>• Candidates acknowledge the importance of participating on school and district committees and in faculty staff development opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are not able to articulate how to create an integrated library media program from an isolated school library media center.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.3.3 Educational Leader: Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators. (1.2.2, 1.2.4, 1.2.9, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates develop a library media program that reflects the best practices of education and librarianship.</li> <li>• Candidates have a thorough understanding of current trends and issues in education.</li> <li>• Candidates write a plan for professional growth that justifies their own professional choices.</li> <li>• Candidates engage in school improvement activities by partnering with administrators to help teachers learn and practice new ways of teaching.</li> <li>• Candidates share information, apply research results, and engage in action research.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are able to articulate the relationship of the library media program with current educational trends and important issues.</li> <li>• Candidates recognize the role of other educational professionals and professional associations.</li> <li>• Candidates translate for the school the ways in which the library program can enhance school improvement efforts.</li> <li>• Candidates utilize information found in professional journals to improve library practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are unaware of basic trends and issues in the field of education.</li> <li>• Candidates have minimal knowledge of professional associations in other disciplines, or of the role of other educational professionals.</li> <li>• Candidates take a passive role in the school.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

### Component 1.5.3 Collaboration and Leadership Supporting Explanation:

The conceptual framework of *Information Power* is based on the central ideas of Collaboration, Leadership, and Technology. These ideas undergird the vision of *Information Power* and provide unifying themes for the discussion of the library media specialist's special job responsibilities and leadership roles. School library media candidates demonstrate an understanding of the four roles of the library media specialist in the school.

- As *teacher*, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs; to locate and use resources that will meet those needs; and to understand and communicate information the resources provide.
- As *instructional partner*, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes, and a wide variety of print, non-print, and electronic information resources.
- As *information specialist*, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats; in bringing an awareness of information issues into collaborative relationship with teachers, administrator, students, and others; and in modeling for students and others strategies for locating, accessing, and evaluating information within and beyond the library media center.
- As *program administrator*, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all the activities related to it.

Community resources, including other types of libraries, museums, colleges and universities, and local businesses and civic groups, are natural allies of school library media programs in fostering learning, encouraging use of resources, and in promoting independent information use. Collaborative programs, cooperative collection development, and interlibrary loan are examples of the benefits of inter-library connections. School library media candidates are aware of the differing roles of academic, public and special libraries or information centers, and can interact with other library professionals for the benefit of users.

As instructional partner working with the entire school community, library media candidates demonstrate the potential to take a leading role in developing policies, practices, and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, library media candidates work closely with individual teachers in the critical areas of designing authentic learning tasks and assessments and integrating the information and communication abilities required to meet subject matter standards. (IP, p. 4-5)

Leadership, like collaboration, is also essential in making connections. The library media specialist strengthens the program's connection by working as a curriculum and instructional leader within the school community by organizing and promoting learning opportunities within and beyond the school. By being involved in policies and decisions made at district, state, and regional levels, the school library media specialist promotes the importance of information literacy to student learning across the curriculum. In preparation for formal leadership roles in professional associations, the library media candidates promote the profession to current and future colleagues within the field and serves as an advocate for school library media programs to members of other disciplines and their organizations.

### **Representative Evidence:**

- Lessons: 1) showing that student' lessons are collaboratively taught; 2) showing that candidates develop appropriate in-services for faculty; 3) showing that candidates design authentic learning tasks and assessments, and integrate the information and communication abilities required to meet subject matter standards.
- Documents: 1) illustrating a knowledge-base development of leadership strategies, expectations, and goals; 2) showing that candidates read and uses current professional journals; 3) showing that candidates interact with professionals in other types of libraries and information centers via site visits, interviews and email correspondence; 4) showing that candidates observe and volunteer in school libraries prior to the practicum.
- Portfolios: 1) documenting professional activities including membership in professional organization(s) at the local, state and/or national level, attendance at conferences and workshops; 2) written professional development plan.
- Charts: showing knowledge of curriculum by subject and grade level (curriculum mapping).
- Analysis: demonstrating that candidate systematically evaluates the collection using a variety of collection analysis techniques (needs assessment, curriculum mapping, standardized lists, etc).
- Pathfinders: selecting, accessing and evaluating information in all formats by subject and grade level.
- Self-Reflection: 1) showing an awareness of personal leadership style; 2) demonstrating interactions with classroom teachers and other school professionals; 3) showing that candidates plan for evaluation of success in achieving goals indicating a pro-active leadership style.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 17-20)

***Component 1.5.4. Program Administration***

**Quality Indicator 1.5.4.1 Managing Information Resources: Selecting, Organizing, Using: Candidates apply knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community. (1.2.4)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates utilize collection analysis and evaluation research and techniques to ensure a balanced collection which reflects diversity of format and content, reflecting our multicultural society.</li> <li>• Candidates design plans for collection development and analysis and policies that ensure flexible and equitable access to facilities and resources.</li> <li>• Candidates develop procedures to analyze the effectiveness of library media policies, procedures, and operations.</li> <li>• Candidates ensure that policies and procedures are in place to support intellectual freedom and the privacy of users of all ages.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs.</li> <li>• Candidates organize the library media facility and its collections – print, nonprint and electronic – according to standard accepted practice. [district, state and national standards (Mo-STEP)]</li> <li>• Candidates support intellectual freedom and privacy of users. . Candidates plan for efficient use of resources and technology to meet diverse user needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little knowledge of accepted library policies, procedures and practices for selecting, organizing, and using information.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.4.2 Managing Program Resources: Human, Financial, Physical: Candidates administer the library media program according to the principles of best practice in library science and program administration to support the mission of the school. (1.2.4, 1.2.6)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates organize, manage and assess all human, financial, and physical resources of the library media program.</li> <li>• Candidates advocate for ongoing administrative support for library media program and policies.</li> <li>• Candidates actively seek alternative sources of funding for the library media program, both within and outside the school community.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates develop and evaluate policies and procedures that support the mission of the school and address specific needs of the library media program, such as collection development and maintenance, challenged materials and acceptable use policies.</li> <li>• Candidates apply accepted management principles and practices that relate to personnel, financial and operational issues.</li> <li>• Candidates plan adequate space for individuals, small groups and whole classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates demonstrate little knowledge of effective management policies, procedures and principles.</li> <li>• Candidates show little knowledge of relationship of facility to program needs.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Quality Indicator 1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment: Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school. (1.2.8, 1.2.10)**

Target	Acceptable	Unacceptable/Insufficient Evidence
<ul style="list-style-type: none"> <li>• Candidates collaborate with teachers, administrators, students and others in the school community to develop, implement, and assess long-term, strategic plans.</li> <li>• Candidates are able to align the library media program with the information literacy standards and the school's goals, objectives and content standards.</li> <li>• Candidates use quantitative and qualitative methods of data collection and analysis to assess data and make decisions that promote increased student achievement (evidenced-based practice). (Mo-STEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates collaborate with teachers and administrators to develop a library media program plan that aligns resources, services and information literacy standards with the school's goals and objectives.</li> <li>• Candidates use data for decision-making regarding student achievement (evidence-based practice). (Mo-STEP)</li> </ul>	<ul style="list-style-type: none"> <li>• Candidates are not able to develop a plan for the library media program.</li> <li>• Candidates do not use data for decision-making.</li> <li>• There is insufficient evidence upon which to make a determination.</li> </ul>

**Component 1.5.4. Program Administration Supporting Explanation:**

School library media candidates meet the contemporary learning needs of students by creating a student-centered library media program that is carefully planned and efficiently managed. The knowledge, skills, and dispositions of the school library media candidates serves as the hub of a schoolwide culture of learning that is vital to student achievement. Effective program administration supports authentic student learning and is indispensable to the development of lifelong independent learners.

Librarians serve as cultural facilitators. Therefore, a core activity within the profession is resource management: selecting and collecting resources, storing and organizing them for retrieval and use, and maintaining that collection. In addition, school library media specialists have responsibility to teach the school community to access information effectively.

School library media candidates demonstrate the ability and expertise for administering an effective school library media program. As program administrator, the library media specialist applies leadership, collaboration, and technology skills to design and manage a program that is up-to-date, comprehensive, and integrated within the school. Program administration supports both the more visible teaching and learning function, as well as the less visible information access function in efforts to reach the entire learning community.

School library media candidates recognize that knowledge of and adherence to the principles of the profession are the foundation on which an effective library media program is built. These principles guide library media specialists in their approach to staffing, collaborating, assessing, supporting and administering library media programs. They use principles of library and information studies to ensure that programs are meaningful, articulated, and connected to the learning community's ongoing needs and goals.

Program assessment is integral to the library media program planning process. It is also essential to ensure that the program's missions, goals, and objectives are current and student-centered and that program goals are being met. Ongoing, regular assessment of the library media program is important to assure that the program is vital and at the center of student learning. Above all, assessment focuses on the extent to which the program assures higher levels of student achievement.

Library media candidates demonstrate leadership potential in assessing the information needs of the learning community. In collaboration with teachers, students, administrators, and other members of the learning community, the library media candidate demonstrates the ability to develop and implement a program assessment that demonstrates continuing attention to meeting those information needs within the school.

**Representative Evidence:**

- Documents: demonstrating knowledge of the school curriculum and of the district, state, and national library and information literacy standards; demonstrating knowledge of selection sources and practice with acquisition decisions; demonstrating knowledge of cataloging, classifying and technical services; demonstrating ability to create and edit bibliographic records using MARC format for the purposes of improved local access and sharing union catalogs; documents showing that candidate interviews and visits school library media specialists before beginning the practicum.
- Plans and procedures: illustrating comprehension of issues related to resource allocation i.e. facilities, collection development, staffing, and budget; developing a program assessment that demonstrates continuing attention to meeting the information needs within the school.
- Evaluations: assessing field experience performance from both the students and the supervisor's perspective; analyzing the collection by age, subject, appropriateness of the materials; investigating efficient access of collection by examining subject headings, Dewey numbers, and MARC records.
- Program Assessment: working with students, staff, administrators and assessing the school library media program, indicating understanding and achievement of the library media program's mission, goals, and objectives; demonstrating ability to make decisions based upon systematic analysis and use of relevant data and research.
- Photos, video: showing expertise in displays, organization, bulletin boards, charts that encourages student learning and reading.
- Websites: using technology to design and manage a program that is up-to-date, comprehensive, and integrated within the school.
- Self-reflection: assessing ability to lead, collaborate, and to make decisions based upon analysis.

(Source: *ALA/NCATE Standards for Initial Programs for School Library Media Specialist Preparation*. Approved March, 2003. Pages 21-24)

## **AGENDA ITEMS FOR THE INSTITUTION PRE-VISIT**

### **I. Roles of Individuals Involved in the Visit with the Unit Head and Institutional Coordinator for the Visit**

- A. MoSTEP team members
- B. State consultant
- C. Institution's MoSTEP coordinator and unit head
- D. Other key institutional representatives

### **II. Hotel/Motel Arrangements**

- A. Location in relationship to campus
- B. Private rooms for team members and state representatives
- C. Meeting room for team work sessions (with appropriate lighting and other amenities)
- D. Computers, printers, clerical supplies, and other equipment for use by the team
- E. Access to copying facilities
- F. Payment of hotel expenses (direct billing to institution or other means)

### **III. Travel Arrangements**

- A. Nearest airport and ground transportation
- B. Contacts with team members about travel
- C. Travel between the hotel and campus

### **IV. Campus Workroom/Exhibit room**

- A. Location of exhibits
- B. List of all professional education programs coordinated by the unit.
- C. List of all exhibits for each team member (include copy on disc)
- D. Organization of exhibits
- E. Critical contents
- F. Telephone access
- G. Computers & printer
- H. Availability of room to team on Saturday and/or Sunday

### **V. Meals and Refreshments**

- A. Recommendation of local restaurant(s) for evening meals
- B. Location of Sunday dinner with institutional representatives
- C. Arrangement for Monday and Tuesday lunches on campus
- D. Refreshments available in the team workroom on campus and at the hotel workroom

## **VI. Interviews and Observations**

- A. Who is to be interviewed (faculty, administrators, students, alumni, cooperating teachers, committees, etc.) – Provide list of names, positions, etc. of all individuals scheduled for individual and group interviews (include copy on disc)
- B. Tours of campus, library, and appropriate buildings
- C. Arrangements for visiting off-campus programs and/or field sites
- D. Arrangements for observing classes in session during the visit
- E. Prearranged schedule of individual and group interviews
- F. How to handle follow-up and additional interviews needed during the visit
- G. Access to student and faculty records

## **VII. Sunday Dinner Meeting**

- A. Institutional officials who should attend
- B. Presentation by the institution

## **VIII. Exit Conference**

- A. Who should attend
- B. Time and location
- C. Nature of the conference

## **IX. Miscellany**

- A. “Basic Information Sheet” to be completed by the institution
- B. Secretarial assistance
- C. Name tags for team members
- D. Escorts to interviews and/or off-campus visits
- E. Information to be sent to team members prior to the visit

## **X. Agenda Items for the Team Chair’s Pre-visit with Institutional**

- A. Overview of the visit, including the nature of questions to be asked during the visit
- B. General Information about the MoSTEP program approval process
- C. Needs and expectations of the visit by institutional administration

## **SAMPLE SCHEDULE**

### **Saturday**

**4:00 - 6:00 p.m.                      1<sup>st</sup> Team Work Session**

**6:00 - 8:00 p.m.                      Dinner**

**Morning/Afternoon  
(Time to be determined  
by the chair)**

### **Sunday -FIRST DAY**

**Review of Documents in the Exhibit Room**

**6:00 - 7:00 p.m.                      Reception and Dinner with Faculty**

**8:00 - 10:00 p.m.                      Team Work Session**

### **Monday - SECOND DAY**

**8:00 - 9:00 a.m.                      Team Chair Interview/Meeting with the Head of the  
Professional Education Unit**

**8:30 - 12:00 noon                      Group Interviews**

**12:00 - 1:00 p.m.                      Lunch and MoSTEP Team Meeting**

**1:00 - 3:00 p.m.                      Individual Interviews**

**3:00 - 5:00 p.m.                      Observations of Classes and Group Interviews**

**5:00 - 7:00 p.m.                      Dinner**

**8:00 - 10:00 p.m.                      Team Meeting at the Hotel**

### **TUESDAY - Third Day**

**8:30 a.m.                                  Team Chair Meets with the Head of the Professional  
Education Unit**

**9:00 - 11:00 a.m.                      Visits to Field Sites, Observations of Classes, and  
Interviews as Needed**

**11:00 - 12:00 noon                      Open Meeting with Faculty**

**12:00 - 1:30 p.m.**

**Lunch and Team Meeting**

<b>1:30 - 3:30 p.m.</b>	<b>Group Interviews</b>
<b>3:30 - 5:00 p.m. Appropriate</b>	<b>Follow-up Interviews with Individuals as</b>
<b>5:00 - 9:00 p.m.</b>	<b>Dinner and Team Work Session</b>
<b>9:00 - ????</b>	<b>Writing of Draft Report</b>

**WEDNESDAY - Fourth Day**

<b>Prior to 9:00 am Report</b>	<b>Completion of the First Draft of the MoSTEP</b>
<b>9:00 - 11:30 am</b>	<b>Team work Session</b>
<b>11:30 a.m.</b>	<b>Exit Interview</b>
<b>12:00 noon</b>	<b>Departure of MoSTEP Team Members</b>

# ***MoSTEP EXAMINERS REPORT***

**Missouri Department of Elementary and Secondary Education**

**Erewhon College  
Youcan'tgettherefromhere, MO**

**October 3-7, 2000**

## **MoSTEP Review Team:**

Dr. Jaime Sanchez, Team Chairperson, Faraway College  
Dr. Fredrick March, Southwest Sussex University  
Dr. Richard Dumbledore, Hogwarts School

## **DESE Consultant**

Dr. J. Mike Lucas

## **CBHE Representative**

Dr. Payne N. Suffrin, Somewhereville University

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**SECTION I:  
SUMMARY OF FINDINGS FOR THE PROFESSIONAL EDUCATION UNIT  
AND INDIVIDUAL PROGRAMS**

**Institution: Erewhon College**

<b>Standards</b>		<b>Team Findings</b>	
		<b>Initial</b>	<b>Advanced</b>
1	Performance Standards	M	NA
2	Program and Curriculum Design	<i>NYM</i>	NA
3	Clinical Experiences	M	NA
4	Composition, Quality and Competence of Student Population	P	NA
5	Qualifications, Composition, Assignments and Development of Professional Education Faculty	M	NA
6	Governance, Organization and Authority	M	NA
7	Professional Community	M	NA
8	Resources for Operating the Unit and for Supporting Teaching and Learning	M	NA

Programs for Certification		Team Findings	
		Rating	Rec Actn
	Early Childhood Education (B-3)	M	A
	Elementary Education (1-6)	M	A
	Middle School (5-9)		
	Language Arts	M	A
	Mathematics	M	A
	Science	M	A
	Social Science	M	A
	Secondary Education		
	Art (9-12)	M	A
	English (9-12)	M	A
	Foreign Language (K-9*, K-12)		
	French	M	A
	Spanish	M	A
	Mathematics (9-12)	M	A
	Music (K-12)	-	-
	Instrumental	M	A
	Vocal	M	A
	Social Science (9-12)	P	CA
	Speech/Theatre (9-12)	M	A
	Unified Science (9-12)		
	Biology	M	A
	Chemistry	M	A

Rating Codes:

M = Meets the Standards  
 P = Progressing  
 NM = Standards are Not Met  
 IE = Insufficient Evidence

A = Approval  
 C = Conditional Approval  
 D = Deny Approval

## SECTION II: FINDINGS FOR UNIT STANDARDS

**Standard 1. Performance Standards for Education Professionals:** *The unit ensures that candidates possess the knowledge, skills and competencies defined as appropriate to their area of responsibility.*

**Level:** Initial

**A. Rating for Standard:** Met

**B. Rationale for Rating:**

A review of the Erewon College catalog, web site, General Education program documents, course syllabi and graduation requirements indicated the candidates have completed general studies courses and experiences in the liberal arts and sciences required by the State Board of Education for teacher certification. The general studies program, “The Examined Life” consists of 38 hours designed to prepare reflective citizens of a global community. A review of admissions criteria, program advisement sheets, and student records indicate that the Erewon College of Education overall and for each program verify that candidates for teacher certification have completed the course/credit hour requirements and field experiences required by the certificate for which they are being recommended. Course syllabi and curriculum matrices indicated that most of the competencies for beginning teachers in the areas of content and pedagogy are being addressed in the curriculum.

In terms of output data, the reviewers examined a combination of transcripts, portfolios, and test scores (C-BASE and PRAXIS II) that revealed the candidates for certification are eligible to assume their professional responsibilities in Missouri schools. The college reports that candidates have a 99.98% pass rate on the PRAXIS. Generally positive follow-up surveys existed for first year and fifth year graduates, but contained a small response number (15 and 14 respectively), not covering all programs offered, and therefore were limited in contribution to overall program evaluation. The Professional Education Unit Summative Fifth Year Reflection Report notes that a newly designed Employer survey will be circulated this coming year to meet the unit’s goal to increase effective program evaluation. Software will be purchased to help circulate the survey electronically and then aggregate the data from the surveys.

The data relevant to the MoSTEP Beginning Teacher Quality Indicators revealed overall program strengths, particularly on Performance Indicator Standard 1.2.1.5, “creates interdisciplinary learning”, Standard 1.2.5.1, “selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs”, and 1.2.9.1, “applies a variety of self-assessment and problem-solving strategies for reflecting on practice.” Clearly the students across all certification programs are well-versed in integrative interdisciplinary strategies, comfortable with a variety of technology techniques, and are well on their way to becoming “reflective practitioners” as specified in Quality Indicator 1.2.9. The portfolios and interviews with students also indicated most of the candidates had good overall communication skills. However, in the sample number of

portfolios reviewed by the team, some important components seemed to be consistently missing. The first of these areas is the general Quality Indicator 1.2.1: “The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.” There did not seem to be a direct connection to a global focus. This may be a result of students directly writing to the performance indicators, without considering the general Quality Indicator content. Under Quality Indicator 1.2.3, Performance Indicator 1.2.3.4, “connects instruction to students’ prior experiences and family, culture, and community”, very few of the portfolios documented understanding of or use of students’ family, culture, or community in instructional plans. Standard 1.2.4, “The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards” in most of the portfolios did not include any mention of district curriculum guides or long-range plans outside of a two-week unit plan. Missouri Show-Me Standards were included on many lesson plans, but not discussed. (A notable exception was a music students’ portfolio that included good documentation of district curriculum being implemented) On Standard 1.2.7, Quality Indicator 1.2.7.2, “demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in response to students’ communication” very few students demonstrated awareness of cultural and gender sensitivity. In Quality Indicator Standard 1.2.9.3, “practices professional ethical standards” most students demonstrated a developing, but not yet met level. The student portfolios did not contain references to membership in student chapters of national organizations that might have ethics available.

### **C. Strengths:**

- The general studies program provides a strong foundation for Education majors, and I includes a multi-cultural, global focus.
- Candidates overall exhibited a high level of oral and written communication skills.
- Candidates have access to technology and use it well in clinical field settings.
- The Unit provides good advisement to students in meeting all graduation and certification requirements.
- Candidates have good understanding of integrative interdisciplinary teaching and the importance of becoming a reflective practitioner, relating to the MoSTEP Quality Indicators, 1.2.1 and 1.2.9.

### **D. Weaknesses:**

- Candidate portfolios do not contain references to a global focus in educational settings.
- Candidate portfolios do not reflect knowledge of gender and cultural sensitivity or awareness of how to incorporate student diversity in prior experiences into instructional planning
- Candidate Portfolios do not reflect knowledge of district curriculum standards or long range planning.
- Candidates need to develop a deeper knowledge of professional standards, possibly through membership in student chapters of professional organizations and through the articulation of a personal philosophy of education.

**Standard 2. Program and Curriculum Design:** *The unit has high quality professional education programs that are derived from a conceptual framework that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission and continuously evaluated.*

**Level:** Initial

**A. Rating for Standard:** Progressing

**B. Rationale for Rating:**

Based on information gathered from the conceptual framework model (DESE Exhibit Table, Standard 2), as well as the information regarding forums to discuss the framework (DESE Exhibit Table, Standard 2), there is a written conceptual framework. The document contains a cited knowledge base that rests upon established and contemporary research, the wisdom of practice and emerging education policies and practices. There are however, very few recent references evident in the document. In addition the framework document contains a philosophy, identifies an intended purpose and provides an associated rationale for coursework and field experiences. Although the MoSTEP standards for teacher candidates are mentioned in the document they are not explicit nor are any assessment statements of desired results for candidates. There is also no mention of program evaluation. Finally, although the unit has an overseas program (French Teacher Education Program), the framework model does not reflect multicultural and global perspectives. According to MoSTEP standards, all of these characteristics must be evident in a conceptual framework.

Upon examination of the above mentioned documents, interviews with faculty and students, examination of course syllabi, student portfolios, The Student Handbook for Teacher Certification, and the clinical experience and student teaching handbooks, an overt effort at developing cohesion exists between the conceptual framework and the experiences of the candidates within the program. As a beginning effort a matrix identifying the connections between the framework and coursework was developed. It should be noted that the MoSTEP standards for teacher candidates are highly visible in both syllabi and student work. Reflection and connections are being made here. There must however be explicit connections between the standards for teacher candidates and the conceptual framework.

The framework was developed with input from students, general education faculty and other stakeholders. It has been disseminated in a flyer/handout format but does not appear in the Student Handbook for Teacher Certification or any other document. There was evidence that a forum for stakeholders was held as a way to introduce the framework and its role in the teacher education program. While faculty and some students and the administrators at one PDS school have heard of the framework as a document, most students interviewed expressed that it's components have always been evident in their coursework just not in written form. Even with this feedback, an examination of the course syllabi as well as artifacts from student portfolios do not reveal any mention of the conceptual framework and professional practice.

There is no evidence that the stated conceptual framework model is an integrated part of the unit and program evaluation. The unit recognizes this and has initiated steps for including the conceptual framework in its evaluation.

### **C. Strengths:**

None Noted

### **D. Weaknesses**

- There is no evidence that the results of regular evaluations (including student assessment, data from recent graduate and others in the professional community) are used to increase student achievement through modification and improvement of the unit and/or individual programs relative to the conceptual framework.
- The framework does not reflect multi-cultural and global perspectives and has few current references.
- The Framework needs to be more overtly tied to the MoSTEP standards and stated in syllabi, handbooks and interactions with the larger professional community.

**Standard 3. Clinical Experiences:** *The unit ensures that clinical experiences for programs are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.*

**Level:** Initial

**A. Rating for Standard:** Met

### **B. Rationale for Rating:**

Upon examination of the Erewhon Catalog, the Handbook of Teacher Certification, the Erewhon practicum guidelines and student teaching handbooks, interviews with faculty and students, cooperating teachers, recent graduates and observations in local schools, the clinical experiences provided by Erewhon are frequent and begin early in a candidate's program. These experiences provide the opportunity to observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.

The unit provides a variety of clinical experiences, including practica and student teaching to provide candidates with opportunities to relate principles and theories to actual practice. Experiences include study and practice in communities that include students of different ages and ability levels. Written documentation states that preservice students are expected to have experiences in rural, suburban and urban settings in order for the students to gain exposure to culturally and economically diverse and exceptional populations. In discussions with students and visits to schools no experiences in rural schools were noted. The students did however, peak positively regarding the requirement of attendance at an urban church.

Clinical experiences allow candidates to experience many of the duties and responsibilities of the professional role for which they are preparing.

Culminating clinical experiences (student teaching) are at the level and in the endorsement area and license being sought by the candidate.

Cooperating teachers observe students as well as a unit faculty member. A content specific faculty member also observes secondary and middle school student teachers. These observations provide a variety of perspectives during the evaluation process.

The unit is a member of the North Watershed Professional Development School Collaborative and works with two school systems, Really Hot Springs Public Schools and Youcan'tgettherefromhere Public Schools. These partnerships provide opportunities for preservice teachers to have substantive field experiences. Not all placements are made in PDS schools but a concerted effort is made to insure that at least one experience is in this setting. Currently, there are no developed criteria for the selection of cooperating teachers, although the unit faculty has established a list of excellent cooperating teachers. At the pre-service level the course instructors make contact with individual schools to place students. At the student teaching level one faculty member makes contact with the districts' central office where the process of student teaching placement begins.

Both elementary and secondary majors accumulate a total of 140 clinical hours before student teaching. These experiences begin in the freshman year with SOE 100 for secondary students and EDU 211 for elementary. Other clinical hours are connected to content specific methods courses and for elementary students with the integrated curriculum course (EDU 314)

Based on an examination of the observation and evaluation forms used to assess students' participation in clinical experiences, it is concluded that these forms do not correspond to either the conceptual framework or the MOSTEP indicators.

According to interviews with faculty and cooperating teachers, cooperating teachers receive little or no formal training prior to supervising practicum or student teachers. There is no formal evaluation of practicum/student teaching sites or cooperating teachers. District administration in one of the PDS districts expressed dislike of the half-day, seven-week placement for elementary student teachers, followed by 7 weeks of full day. They felt it would be better to have the student teacher there all day, rather than the half days. Interviews conducted with cooperating teachers, student teachers, and first year graduates also revealed frustration with this schedule, primarily because the student teachers are also engaged in other course work those first seven weeks and cannot focus completely on the student teaching experience.

Students who are also completing coursework for endorsements in early childhood or middle school have practicum connected to methods courses. The unit insures that those preservice students pursuing certification in K-12 have at least one experience in each of the three levels

**C. Strengths:** None Noted

**D. Weaknesses:**

- Formal evaluations are not tied to the conceptual framework or the MOSTEP standards.
- Students, cooperating teachers and administrators feel the half-day seven-week placement preceding the seven-week full day placement for elementary majors is not productive because the student teacher cannot focus completely on the experience.
- Cooperating teachers receive little or no training prior to supervising student teachers.

**Standard 4. Composition, Quality and Competence of Student Population:** *The unit has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.*

**Level:** Initial

**A. Rating for Standard:** Progressing

**B. Team Rationale for Rating:**

Currently, there are six minority students enrolled in the Education program. All students followed institutional policies, which govern student admission, retention and graduation meeting the expectations established by the State Board of Education. Students are admitted to and retained in the teacher education program as a result of their compliance with the step by step screening procedures that existed throughout their total program of study.

The Erewhon College admissions office has a written plan for minority student recruitment. In discussions with the Dean of Admissions, it was noted that there is no overall college diversity plan. There is however, a written goal addressing the need to increase minority enrollment at the College. The College's emphasis has been on the development of an infrastructure that would be inviting to a diverse population. The staff and faculty emphasize the importance of a diverse population. They work together to identify target areas and students.

The unit's efforts are not guided by a written plan. Rather, they work closely with the Admissions Office. Faculty have accompanied admissions staff to area high schools and have sponsored students from an area high school's Cadet Program to a seminar on campus. Currently, the unit chair is developing a summer camp for minority students that will be held in the summer of 2002. It is the unit's goal to recruit one new minority student for the 2001-2002 year and increase that number to five each year by 2005. The unit is committed on a personal level in its outreach efforts, however, it lacks the financial resources necessary for more committed efforts.

The College does support a Center for Educational Diversity, which provides space for meetings for the Black Student Union and others interested in diversity. It also provides literature and resources. They also sponsor activities on campus that celebrate diversity. In addition, the president is calling for increasing overall enrollment and has called for a written plan to address the issue of diversity as well. This will include expanding the definition of what does encompass diversity.

There were found specific references to cultural diversity in the General education curriculum, particularly in English and social studies.

The unit does have a comprehensive system, which assesses the qualifications of each candidate seeking admission. There are benchmarks that the unit uses to monitor the progress of candidates. There is a specific plan that identifies these marks. They include guidelines for admission to the program, admission to student teaching and for recommendation for certification

Through the North Watershed Professional Development Collaborative the unit provides opportunities for beginning teachers from Erewhon to access professional services. The unit does not appear to utilize their follow-up surveys of graduates to ensure the program continues to meet the needs of beginning professionals and their employers. The unit does recognize that they also need to survey employers to gain a broader picture of their graduates.

**C. Strengths:**

- Personal attention given to each student within the program enhances commitment to the profession and aids in retention.
- Written guidelines and benchmarks for admissions and retention are evident.

**D. Weaknesses:**

- There is no survey of employers of Erewhon graduates based on MoSTEP Quality Indicators.
- There is no written plan for increasing diversity.
- The unit does not use survey data from graduates to advise program improvement.

**Standard 5. Qualifications, Composition, Assignments, and Development of Professional Education Faculty:** *The unit has and implements plans to recruit, employ and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.*

**Level:** Initial

**A. Rating for Standard:** Met

**B. Rationale for Rating:**

The five full time education faculty members at Erewhon have all earned an Ed.D. or a Ph.D. in a related discipline. Adjunct faculty are hired either by the education unit or the department within Arts and Sciences that is responsible for the respective discipline for the middle school and secondary subject areas. The adjuncts all hold at least a Masters degree in their respective disciplines or in education and have teaching experience in public schools.

Conversations with education faculty indicate that they have extensive contact and involvement in K-12 schools, especially among the schools involved in their professional partnership.

Racial diversity is generally lacking among the faculty at Erewhon College. The full-time education faculty is comprised of four females and one male, all of whom are Caucasian. Among the other full-time college faculty who teach part time in the education department, one individual is African-American. All of the part-time adjunct faculty members are Caucasian. There is no evidence of a plan to recruit a more diverse faculty.

According to institutional policy, faculty members typically carry a full-time load of 12 hours. The policy provides for the faculty to teach overload hours, for which they are compensated, although conversations with faculty indicated that there may be some inconsistency in applying the policy. Teaching and supervision of student teachers primarily account for the hours assigned to faculty members, although administrative responsibilities are also credited to them. Service on faculty committees is not counted in the load assigned to faculty. Adjunct faculty are limited in their teaching assignments.

Opportunities for faculty development come in various forms at WJC. Members of the faculty are given a standard allotment of \$400 for individual faculty development including membership in professional organizations, travel to conferences, etc. This amount is doubled (\$800) for faculty who serve as officers in professional organizations or who attend a conference to present a research paper. Special academic enrichment funds totaling \$2000, are available for the development of innovative programs, and \$6,000 is allotted each year for summer study and research grants awarded on a competitive basis. Additional opportunities for faculty development are provided through sabbatical leaves in special programs of professional enrichment.

Faculty evaluation is conducted by a nine-member faculty committee. Newer faculty are evaluated annually, and tenured faculty are evaluated every five years. All faculty are required to complete an annual activities summary which addresses six criteria including teaching competence, Christian commitment, professional development, advisory effectiveness, intellectual/scholarly vitality, and contributions to the college and community. Student evaluation is also a component of the overall faculty evaluation process.

Candidate portfolios, artifacts, and surveys, as well as interviews with students, cooperating teachers and others indicate the existence of high quality of instruction at Erewhon College. A variety of instructional strategies and methodologies are presented in the teacher education curriculum. Information indicates that faculty in the disciplines and in professional education model effective teaching and professional ethics for their students. Faculty are aware of the education unit's newly developed conceptual framework, and indicate that they have had opportunity to have input into its development.

#### **C. Strengths:**

- The institution utilizes a comprehensive peer evaluation system based on multiple criteria.
- New faculty members are evaluated annually; tenured faculty members are evaluated every five years.

#### **D. Weaknesses:**

- There is no racial or ethnic diversity among the education faculty.
- Faculty states they actively engage in scholarly activity through research but it is not documented in faculty vitae.

**Standard 6: Governance, Organization and Authority:** *Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.*

**Level:** Initial

**A. Rating for Standard:** Met

**B. Rationale for Rating:**

As documented by the institute flow chart, the bylaws of the Board of Trustees and interview with the President and the Chief Academic Officer, the institution is guided by a Board of Trustees, consisting of no more than twenty-seven (27) members. The board is aware of but plays no major role in the establishment of policy and philosophy, mission and purpose of the institution. The board approves all substantive changes in the educational program of the College.

The President of the College, under authority of the Board, exercises general superintendence over all affairs of the institution and brings such matters to the attention of the Board when appropriate. The president has power, on behalf of the Board to perform all tasks and execute all documents to make effective the actions of the Board or its Executive Committee. The concept of faculty governance is accomplished at this institution through committee participation deemed as service by the faculty. Participation in the governance of the College by the faculty is conducted in a professional manner as indicated by the faculty handbook.

Faculty committee assignments are made by the Committee on Committee with requests from the faculty considered in the process. The Faculty Assembly has the authority to make changes in curriculum but it is not considered a governance body. The Faculty Council has governance responsibility and members are voted to the council by the faculty. Faculty Development makes recommendation to the President in matters of promotion and tenure.

The professional education unit is identified and operates as a professional community. The unit has in place a Teacher Education Committee with the responsibility to review and revise educational policy. There is representation from across the disciplines, but currently there is no student representation. The unit has responsibility and authority to advertise, review and interview applicants, and select candidates.

**C. Strengths:** None noted

**D. Weaknesses:** None noted

**Standard 7. Professional Community:** *The unit and the professional education community collaborate to improve programs for the preparation of school personnel and to improve the quality of education in schools.*

**Level:** Initial

**A. Rating for Standard:** Met

**B. Team Rationale for Rating:**

Faculty who teach general education courses and content area courses communicate with the education department through committees. Specifically these committees include the Teacher Education Committee and the Secondary Education Council. Additionally content area faculty serve as academic advisors to education majors, which lends itself to additional avenues of communication between the departments.

The institution has established a Professional Development School relationship with the North Watershed Professional Development Schools Collaborative in 1997. The consortium of educators and community leaders work for the improvement of the education of pre K-12 students by transforming the preparation and ongoing education of teachers.

Clinical and other field-based experience is arranged through profession development school. University personnel arrange fieldwork with input from area principals and teachers. Placement is in accordance with the conceptual framework aspects of interdisciplinary and reflective practitioners. The student teacher placement officer completes student teaching assignments with input from the student. The unit is currently compiling a list of excellent cooperative teachers. There was no criteria found as to what makes an excellent cooperative teacher or who will provide the data.

Information gleaned from conversations with area principals and cooperating teachers indicate that the college professors are available as a reference to questions in the public and private schools served by the college. Additionally lessons developed by students in conjunction with cooperating teachers are made available to other teachers throughout the school. Area educators and administrators are used as a resource in college courses throughout the candidate's experience.

Candidates are given the opportunity to develop an identity as a professional educator by conducting research as part of their coursework as well as with their cooperative teacher. There was, however no evidence provided as to the candidate developing a personal philosophy of education or responding to what teaching and learning is in a democratic society. Students are afforded the opportunity to join professional organizations through content area courses and are exposed to professional literature in their discipline. There is no concerted effort by the unit to support and encourage student membership in a professional teacher organization.

**C. Strengths:** None noted

**D. Weaknesses:**

- Students are unaware of a professional identity as noted by the lack of development of a personal philosophy of education.
- While content areas promote and require students to be a part of a professional organization in their discipline, the unit does not have in place or promote a professional organization in the area of teaching.

**Standard 8. Resources for Operating the Unit:** *The unit has sufficient facilities, equipment, and budgetary resources to fulfill its missions and offer quality programs. The unit has adequate resources to support teaching and scholarship by faculty and candidates.*

**Level:** Initial

**A. Rating for Standard:** Met

**B. Rationale for Rating:**

Overall the institution has sufficient facilities, equipment and budgetary resources to fulfill its mission. Data was not available with regard to the education budget as it compared to other departments, but faculty from across campus confirmed that the budget was adequate to support the education department. The facility that currently houses the education department has been renovated and currently meets ADA codes.

The faculty in the education department has well-maintained and functional office space with the necessary tools to carry out their work effectively.

The unit has sufficient faculty and resources to support current students in the program. It does seem that there is an inequity between the human resources of the elementary program and the secondary program.

Resources for teaching and scholarship appear to be in place. In conversation with faculty and administration, the institution budgets \$400.00/faculty member for professional development with an additional \$400.00 for any faculty member presenting at a national conference or national officer. The college also provides \$6,000.00 for summer faculty development as well as \$2,400.00 to bring professional development to the campus. There does appear to be some discrepancies in the data with regard to scholarly activity. While the faculty states they actively engage in research the curriculum vita's of current faculty members does not bear this out.

Higher education faculty and students may receive training from the library staff in regard to accessing education-related electronic information, video resources, computer hardware, software, and related technologies.

The library allocates a percentage of its annual budget to be used by departments for professional journals, books, software, video, etc. All the material is housed in the college

library. Currently a committee of faculty members work to determine what should be purchased with input from their respective departments. Media software and all other material are reviewed by each department to determine if the collection is relevant to current research and has value in the education of students.

Currently the library has access to ERIC, OCLC, and MOBIUS. Students and faculty may also acquire information through the inner library loan and the Watershed. Metro Area local exchange.

In conversation with the college librarian there is sufficient library and technical staff to support the library, although the library does not supply training in how to use technology to deliver instruction.

**C. Strengths:** None noted

**D. Weaknesses:**

- There is a concerted effort in admissions to recapture transfer and increase the number of undergraduates to maximum capacity (1400-1500). If this were to be accomplished faculty resources in the education department could not meet the demand.

### **SECTION III: FINDINGS FOR INDIVIDUAL PROGRAMS**

**Program:** Early Childhood Education (B-3)

**Level:** Initial

**A. Rating for Program:** Meets the Standards

**B. Rationale for Rating:**

The early childhood program is an optional extension program available only to candidates completing the requirements for elementary education. The program requires 15-18 additional hours of coursework, including field practicums. Currently there are 17 students seeking this endorsement. Because of the difficulty of overloads and expense in scheduling a probable extra semester of classes, candidates frequently drop the certification area. The unit is planning on offering Early Childhood Education as a stand-alone program by fall of 2002 in order to provide more students the option of certifying at this level. The program as it exists now, meets the state certification requirements for an add-on endorsement.

There were no portfolios available from this program to review, although the elementary education portfolios (which reflected the same coursework and experiences all early childhood candidates would have had) revealed a good knowledge of child development theories and developmentally appropriate experiences for children in Grades 1-3. PRAXIS scores for the three recent graduates of the program indicate a 100% pass rate. The Program emphasizes the NAEYC standards for Developmentally Appropriate Practice – Birth through

8 years. Clinical field experiences include all three levels required by the state, birth-2, preschool/K, and K-Grade 3. A unique field experience exists in the French Teacher Education Program where Early Childhood candidates can do their student teaching in the Paris Infant Schools during the summer semester.

Follow-up surveys returned by first- and fifth-year graduates reflected an overall high rate of satisfaction with the program. A notable exception was in the fifth-year graduates response to the item “I was well-prepared in a variety of classroom management strategies”, which was rated low, but the more recent graduates rated this item higher, indicating that the unit has addressed this criticism.

**C. Strengths:**

- The French Teacher Education Program offers a unique opportunity for Early Childhood candidates to student teach in Paris Infant Schools during the summer.

**C. Weaknesses:** None noted.

**D. Recommended Action:** Approval

**Program:** Elementary Education (1-5)

**Level:** Initial

**A. Rating for Program:** Meets the Standards

**B. Rationale for Rating:**

Presently there are 116 elementary education majors. Students can choose to pursue either a BA or BS degree both lead to certification. Overwhelmingly the students cited the sense of community that they find in the unit as a reason for choosing Erewon. The personal touch provided by the faculty is balanced with high expectations and all contribute to this sense of community.

The Elementary Education program meets the State course and competency requirements. In addition to the basic courses in educational psychology, information technology, psychology of exceptional children, and foundations students complete separate courses in reading (3) language arts, mathematics, science and social studies and classroom management. The integrated curriculum course (EDU 314) is a cornerstone of the program. This course is where the students develop an understanding of how all the content and methods come together as a whole to encourage learning in the elementary student.

Students undertake two field experiences prior to student teaching; field experiences plus student teaching hours meet state requirements. Practicums are associated with specific coursework, which provides the pre-service students with the opportunity to connect practice to theory. Field experiences include components such as teaching, tutoring, journaling, reflection, and videotaping for feedback. There is also an effort to get students involved in the community of the school by meeting the principal, and support staff. Student teaching is

conducted under qualified K-6 personnel and college supervisors who visit regularly and provide feedback and evaluation to students. Principals, cooperating teachers and students report that supervisors are committed, accessible and provide feedback to students. Student teachers are placed in a classroom for half days for seven weeks, while they complete at least two other courses on campus, and then remain in the field placement for another seven weeks for full days. District administrators, cooperating teachers, student teachers and recent graduates all expressed frustration with the half-day portion of the placement. Students and cooperating teachers noted how the demands of outside coursework during the student teaching semester took away from the overall experience. Recent graduates and current student teachers felt the additional two courses scheduled for the student teaching semester were helpful, but should be completed prior to student teaching.

A review of the general education requirements, teacher education requirements, the college's outline of courses meeting competencies appears to indicate that state competencies are being met. However, an examination of the curriculum matrices indicates that there are gaps in the content the students are receiving in meeting the subject-specific competencies. There are several gaps evident in mathematics, and science. In social studies it is the area of geography. (See Social Studies program area). The course Teaching the Arts (EDU 200) is really 3 separate courses. It is difficult to determine the delivery mechanism since the course is listed as one three-hour course.

Portfolios for elementary education majors are reviewed by at least three investigators. The unit has hired an adjunct faculty member to work with portfolios to develop greater inter-rater reliability. A review of three portfolios from 1999-2000 completers demonstrated that these are an excellent way for the unit to demonstrate the students' achievement of the outcomes. Although there were weak areas the artifacts and rationales demonstrated an understanding and achievement of the outcomes. The format was easy to follow. Inclusion of work produced by elementary students would strengthen some areas. Evidence of integration, the use of various teaching techniques was found to translate into practice. The actual giving of feedback to elementary students was lacking but the variety of assessment tools was appropriate. The portfolios provided evidence of use of information found in syllabi.

Post-graduate follow-up surveys are not disaggregated by program and therefore provide no useful data for program approval purposes. During the past three years of the 50 students who took the NTE/Praxis 48 passed for a past rate of 96%.

Faculty within the unit includes five full time members. All full time faculties have terminal degrees. Additionally, the unit relies on adjuncts to supplement the teaching. Those adjunct faculty with only masters degrees have expertise in the area of their assignment.

**C. Strengths:**

- The Methods of teaching an integrated curriculum in the elementary school (EDU 314) course provides a capstone type course for elementary education majors.
- The clinical placements provide a wide range of opportunities for the students to experience diversity and exceptionality.

**D. Weaknesses:**

- The half-day portion of the first seven weeks of the student teaching placement should be reevaluated to determine its usefulness, as well as the two required courses taught during the placement.

**E. Recommended Action:** Approval

**Program:** Middle School, 5-9, Language Arts, Mathematics, Social Studies, and Science

**Level:** Initial

**A. Rating for Program:** Meets the Standards

**B. Rationale for Rating:**

The institution offers middle school education for grades 5-9 as an endorsement. Subject areas included are language arts, mathematics, social studies and science. The emphasis of the program is on content area as it relates to the whole child. Courses focus on interdisciplinary, thematic learning, problem solving, integration, critical learning and technology. Currently the program has identified four (4) students seeking middle level endorsement. Of these four students, one (1) has been identified as 7-12 Chemistry, two (2) 7-12 English, one (1) 5-9 Social Studies, and one (1) 7-9 Social Studies. Because of the current classification the team was unable to determine the exact number in the program.

It is noteworthy that through one on-site visit with a cooperating teacher currently working with a middle school social studies candidate, there is evidence that the candidate is working to fulfill the conceptual framework aspect of interdisciplinary education. This was observed through student work in a middle school social studies classroom.

Curriculum matrices and advisement sheets confirm that the program includes courses and clinical experiences to provide appropriate subject knowledge and professional competencies. Data does indicate that students are required to meet general education requirements, professional requirements (53 hours minimum), middle school concentration (31 minimum hours), and a minimum of ten hours clinical experience.

Records are inconclusive as to the percentage of students who have successfully completed the Praxis examination.

Listed below are summaries of the areas of endorsements for the institution's middle school program.

**Language Arts:** An appropriate selection of courses indicating knowledge of and/or competency in language arts is included in the institution's middle school program including clinical experience.

**Mathematics:** An appropriate selection of courses indicating knowledge of and/or competency in mathematics is included in the institution's middle school program including clinical experience.

**Science:** An appropriate selection of courses indicating knowledge of and/or competency in science is included in the institution's middle school program including clinical experience.

Social Studies: An appropriate selection of courses indicating knowledge of and/or competency in social studies is included in the institution's middle school program including clinical experience.

**C. Strengths:** None noted

**D. Weaknesses:**

- Data gathered from graduates or employers does not appear to cause any review of the courses or content nor does it appear to cause any change.
- Lack of recruitment efforts for the middle school certification program.

**E. Recommended Action:** Approval

**Program:** Art (K-12)

**Level:** Initial

**A. Rating for Program:** Met

**B. Rationale for Rating:**

The art program has had one recent graduate; currently there are four more candidates in the process of completing teacher education requirements. All coursework meets or exceeds the recommended courses established by the State of Missouri. Competencies for beginning teachers are recorded in curriculum matrices. In conjunction with national standards from the National Art Educators Association, the program emphasizes the four discipline based areas of Art production, history, criticism and aesthetics. There is one general methodology course encompassing grades K-12. This course has recently undergone revision, with the art faculty seeking to provide the most relevant curriculum for their students. The syllabus for this course currently does not articulate MoSTEP Standards or competencies. Both the chairmen of the art department and the faculty person responsible for teaching the methods courses are from a public school teaching background. Field experiences occur in all three levels, elementary, middle school, and secondary schools.

There were no portfolios available for examination. The Praxis score reported for the one graduate was at the 79<sup>th</sup> percentile nationally. There was no follow-up survey information.

**C. Strengths:**

Two of the content area art faculty are certified in art education and have consistently aligned the coursework to benefit future teachers in the program.

**D. Weaknesses:** None noted

**E. Recommended Action:** Approval

**Program:** English/Language Arts 9-12

**Level:** Initial

**A. Rating for Program:** Met

**B. Rationale for Rating:**

The institution offers English as a stand-alone program for initial certification. It contains a structured sequence of courses. The English curriculum currently has three tracks one of those being teaching. Students interested in teaching English at the secondary level must take a prescribed number of courses totaling thirty-five (35) hours. Students are also required to take a second major in education for certification. At the time of this report, data indicates nineteen (19) students have been identified as English majors. Of the nineteen students, sixteen (16) are at the pre-admission stage, one (1) student is listed as inactive, one (1) has been admitted to student teaching and one (1) student has been admitted to the program.

The program does have in place a written connection to the conceptual framework. Prior knowledge is assumed through the evaluation of high school transcripts and knowledge of the framework for English in the K-12 setting. The discipline is studied from an historical, biographical, sociological, psychological and structural point of view to ensure an interdisciplinary approach. Although not fully developed reflection is noted in the written relationship to the conceptual framework. Leadership is observed through the issues of power, and leadership in the literature that is studied.

It appears that the competencies for 9-12 Language Arts are addressed in the institutions Language Arts curriculum.

Between the years of 1997-2000, sixteen (16) students have taken either the NTE or the Praxis with a 100% passing rate.

The program has in place the initial stages of assessment. The program is currently being assessed using three avenues of data collection. The first is an internal assessment through course evaluation. The data is then forwarded by report to the department chair. The second is the advising of students through examination of student records, and interviews. Finally the program is assessed by surveys of 5-year graduates, interviews of one-year graduates and exit interviews of seniors. While the structure is in place the instrument does not reflect nor is it aligned to standards. There is indication that the data gathered is used to make changes in the program.

- Examples of student responses “Focus of basic skills.” “More emphasis must be placed on literary criticism.” “Emphasize literary criticism.”
- Examples of described changes: (1) Increased by four hours the number of writing hours in the writing track; (2) Split creative writing into two courses fiction and poetry; (3) Added a third survey course for the literature majors.

While the discipline does address content area evaluation, additional work needs to be done to address the pedagogy of teaching Language Arts.

The program does have goals in place but many of the goals need to be revisited to ensure they are measurable.

**C. Strengths**

- High passing rate on Praxis II (100%)

**D. Weaknesses:** None Noted

**E. Recommended Action:** Approval

**Program:** Foreign Language, K-9\* K-12

French

Spanish

**Level:** Initial

<b>A. Rating for Program:</b>	French, K-9, K-12	Meets the Standards
	Spanish, K-9, K-12	Meets the Standards

**B. Rationale for Rating:**

The K-12 Foreign Languages programs meet Missouri certification standards for course work and field experiences. The foreign languages curriculum exceeds the competencies identified for beginning teachers in *Subject Knowledge Competencies for Beginning Teachers in Missouri*. The foreign languages curriculum includes opportunities for candidates to live and study for a semester in a country where the language of their major is the primary language spoken by the residents.

Currently, there are seven (7) full-time faculty members in the foreign languages department. These include two (2) instructors in French, three instructors in Spanish, and one instructor in German, although the German program has been discontinued.

One candidate's portfolio (Spanish) reflected accomplishment of most of the quality and performance indicators in MoSTEP standard 1.2. No candidate portfolios were available for French.

No Praxis data were available for French (No graduates for the past five years.). Currently only one (1) student (a freshman) has indicated an intent to major in French Education. There has been only one (1) graduate in Spanish Education for the past five years. The candidate achieved a passing score on the Praxis II assessment. Currently six students have declared Spanish Education as a major. No other performance data was available due to the lack of foreign language program completers.

Because of the low enrollments, several of the courses required for the major, as well as professional methods courses, are offered on a rotational basis or *as needed*.

The foreign languages program has a written assessment plan, but it does not address the competencies for beginning teachers articulated in MoSTEP.

There was no evidence of surveys of graduates' employers; therefore, this data source could not be used to evaluate the foreign language program.

**C. Strengths:**

- The foreign languages curriculum exceeds the competencies identified for beginning teachers in *Subject Knowledge Competencies for Beginning Teachers in Missouri*.
- The curriculum includes opportunities for study abroad in countries where the language of the candidate's major is the primary language spoken.

**D. Weaknesses:**

- No performance information was available for the foreign language education program due to the lack of participants in the programs.

**E. Recommended Action:** Approval

**Program:** Mathematics Education, 9-12

**Level:** Initial

**A. Rating for Program:** Meets the Standards

**B. Rationale for Rating:**

The program for certification in Mathematics, Grades 9-12, meets the state certification course requirements and *Subject Specific Competencies for Beginning Teachers in Missouri*. The Mathematics curriculum matrices (subject knowledge and pedagogical knowledge and skills) indicate that the curriculum addresses all of the state required competencies at appropriate levels. Syllabi for the discipline include detailed lesson objectives and assignments, many of which are articulated with Missouri K-12 standards. NCTM standards are addressed in the curriculum, and the department participates in MAT<sup>2</sup>, a Missouri organization for the support of faculty involved in preparing teachers for mathematics.

The mathematics faculty is comprised of three (3) full-time and two (2) adjunct instructors, all of whom meet

Candidate portfolios in mathematics were not among those identified for review in the random selection process. Praxis II test scores revealed passing rates of 88% for 8 graduates from 1996-2000. Currently, fifteen (15) students have declared a major in Mathematics Education, 9-12.

Surveys of graduates were not disaggregated by specific programs. Other data points, in addition to faculty and student interviews, indicate that self-reported perceptions of preparedness in content and pedagogy.

Surveys of employers of graduates in education were not disaggregated by discipline, therefore no performance information was available from this source.

**C. Strengths:** None noted

**D. Weaknesses:** None noted

**E. Recommended Action:** Approval

**Program:** Music, K-12  
Instrumental  
Vocal

**Level:** Initial

**A. Rating for Program:** Instrumental Music, K-12 - Meets the Standards  
Vocal Music, K-12 - Meets the Standards

**B. Rationale for Rating:**

The Music Department at Erewhon College is accredited by the National Association of Schools of Music (NASM). Certification in music education K-12 is achieved through the Bachelor of Science degree program. The instrumental and vocal music education programs meet the state's requirements for certification and the requisite subject knowledge competencies for beginning teachers are distributed throughout the curriculum.

All music students complete a common core of music studies which includes 16 hours of basic musicianship/theory, 6 hours of music history, 4 hours of conducting and 14-18 hours of applied study (including keyboard) for a total of 40-44 hours. The remaining music hours consist of courses to support professional preparation to teach music in the public schools. Including general education courses and the courses required for certification, the program requires a minimum of 135 credit hours for instrumental majors and 124 credit hours for vocal majors.

A review of candidate portfolios reflected extensive competence in musical knowledge and pedagogy. Artifacts included to support preparation for teaching in the lower grades. Insufficient information was available in the student portfolios to adequately assess all of the quality indicators in MoSTEP standard 1.2.

Evidence indicated that current enrollment of 10 students in instrumental music education and 18 students in vocal music education. Data indicate a 100% passing rate Praxis II passing rate for 27 graduates in music education from 1996-2000.

The music program is housed in an adequate facility, which includes classrooms, rehearsal studios, recital halls, and practice rooms for vocal and instrumental majors. State-of-the-art technology is included among the program's resources to facilitate the teaching of music theory, ear training, and composition. Students are also prepared to utilize a variety of instructional technologies in their teaching.

Students have opportunities to participate in organizations in the discipline including Phi Mu Alpha Sinfonia, Sigma Alpha Iota, and CMENC.

Although an extensive evaluation plan exists for the music program, it is primarily articulated with NASM standards but is not reflective of the criteria in MoSTEP Standard 1.2..

Surveys of graduates indicate high degrees of satisfaction for the program. Surveys of employers of graduates in education were not disaggregated by discipline, therefore no performance information was available from this data source.

**C. Strengths:**

- Accredited by the National Association of Schools of Music (NASM)
- High passing rates on Praxis II exit assessment
- Traditionally strong outreach to communities for performance venues and recruitment

**D. Weaknesses:**

- None of the courses syllabi relate to the conceptual framework for teacher education.
- The syllabus for MUS451 did not relate learning objectives to unit goals and objectives or to the Show-Me standards and curriculum frameworks.

**E. Recommended Action:** Approval for Instrumental Music and for Vocal Music, grades K-12

**Program:** Social Science, 9-12

**Level:** Initial

**A. Rating for Program:** Progressing

**A. Rationale for Rating:**

Social science is the second largest secondary education major with 22 students. There are 13 full time General Education faculty who teach courses available in this major. However, there is only one full time education faculty with responsible in the secondary program. The Social Science program leading to 9-12 teacher certification contains an appropriate selection of courses in history, political science, economics and psychology. There are no courses in sociology or anthropology offered at Erewhon and the faculty recognizes this as a weakness. There are however, three general education courses (American Pluralism, GEN 200 and Responsible Self, GEN 100, Social Problems, GEN 275) that offer an integrated approach and appear to lay some foundation for these areas. The geography course after review of the syllabus and discussions with faculty, however appears to be more of a methods of instruction course rather than a course to develop an understanding of geography.

A review of faculty vita, course syllabi and the program folio as compared to Subject Specific Content Competencies for Missouri Beginning Teachers reveal that the program is meeting all requirements. A curriculum matrix demonstrates that the state outcomes are being addressed. There is however, no evidence of relationship to national standards of organizations such as the American Historical Association of the National Council for Social Studies. There is a written assessment plan but it too is not connected to the state outcomes

Courses in the social science area are integrated in their approach to the subject matter. For example, historiography is a thread throughout the history course. A global view of the concepts is evidenced in the syllabi and in discussion with students and faculty.

Of students seeking certification in Social Science in the last three years 100% have passed the NTE/Praxis exit exams. There was a follow-up survey of graduates completed but the results were not disaggregated and analyzed by program. There is no evidence of any follow up of the results.

**C. Strengths:**

- The integrated nature of the major provides teacher candidates with an excellent grounding in the concepts and issues of the field.
- 100% passing rate on the Praxis assessment

**D. Weaknesses:**

- The economic geography course does not provide a foundation in the concepts of the discipline.
- There are no courses in anthropology or sociology, which are required for certification.

**E. Recommended Action:** Conditional Approval

**Program:** Unified Science 9-12

**Level:** Initial

**A. Rating for Program:** Meets the Standards

**B. Rationale for Rating:**

The unified science program at this college includes biology and chemistry. Both programs have developed goals for majors. Course requirements for certification has been met by the curriculum through general education, professional education, teaching field course requirements, as well as additional subject course requirements. Curriculum matrices are in place with courses identified to meet area of studies/competencies.

Current data indicates seven (7) students have been identified to be in the program of unified science. Of the seven, one (1) is currently listed as inactive, five (5) are identified as pre-admission stage, and one (1) has been admitted to the program. Data regarding the completion of the NTE/Praxis indicates that three biology graduates in teacher education have successfully completed the test between the years of 1997-2000. (100% pass rate)

The biology program has in place a written assessment plan with goals and objectives for the biology major. From the data the assessment plan for biology includes the admission process to the major, progress assessment for each newly accepted biology major, seminar attendance and samples of student work including self-assessment and the development of a student portfolio. The assessment plan was developed by the faculty in 1997 and revised in May of 2000.

The chemistry program also has in place a written assessment plan with goals and objectives. The plan includes entry interview and initial self-assessment, student portfolio, exit interview and survey of alumni.

While summary data is included as part of the assessment it does not cross-reference the program goals and objectives. The five-year graduate follow up survey fails to reflect the goals and objectives of the program. Currently there is no employer follow up survey to meet the needs of beginning professionals and their employers. Additionally the report does not reflect any action taken as a result of the data collected through the assessment process.

**C. Strengths:** None noted

**D. Weaknesses:** None noted

**E. Recommended Action:** Approval

## SECTION IV: SOUCES OF EVIDENCE

### **Exhibits**

Erewhon Self-Study  
Erewhon Program and Extension Portfolios – Foreign Language, Mathematics, Music  
Erewhon CBASE/Praxis Test Scores  
CBASE Scores for Extension Programs  
NTE/Praxis Scores for Extension Programs  
General Education Program  
General Education Program Capstone Focus Groups  
Erewhon Advising Notebook  
Erewhon Advising Sheets  
Erewhon Faculty Handbook  
Education Revised Assessment Plan  
Conceptual Framework  
Conceptual Framework and Student Outcomes, etc  
Program Reflection of Mission Statement and Conceptual Framework  
Early Childhood Notebooks – See Student Work Room Mar 118  
FYE Emerging Leaders and Plover Leadership Studies Program  
Education Forum Chart and Definitions  
Clinical Experience Scoring Guides  
Clinical Sites Evaluation  
Cooperating Teachers/Culminating Clinical Field Experience  
Syllabi for Clinical Field Experience  
Description of Clinical Field Experience  
Student Teaching in the Elementary School  
Student Teaching in the Middle School  
Student Teaching in the Secondary School  
Student Teaching in the All-Level School  
Student Teaching Policy Manual  
Student Handbook for Teacher Certification  
Elementary Portfolio Rubrics  
Secondary Portfolio Rubrics  
Admission Requirements to the Education Program  
Minority Recruitment  
Faculty Qualifications  
Faculty Workload  
Faculty Professional Development Opportunities  
Instructional Technology  
Other Instructional Strategies  
Support of Beginning Professionals  
Graduate Surveys –  
Lesson Presentation Rubrics  
Instructor Vitas  
Education Syllabi  
Organizational Chart of Authority

Self-Study for North Central Association Accreditation  
Secondary Education Council  
Teacher Education Committee  
Professional Development Schools Advisory Board  
Clinical Field Collaboration  
Student Opportunities and the Professional Community  
Resources  
Technology Improvements  
Erewhon Budgets  
Erewhon Websites

### **People Interviewed**

Dr. David Sterne, President  
Dr. Nan Pincer  
Dr. Lynn Corderray  
James Shadwell  
Susan Hogbin  
Jesse James  
Dr. Archibald Dagliesch – Political Science  
Dr. Armand Hamer– Chemistry  
Dr. Dellmar Steveson– Music  
Dr. Errol Flanders -- History  
Dr. John Wellston – Foreign Languages  
Dr. Karim Habbad – Communication  
Niles Eager– Art  
Dr. Drake Butterworth – Math  
Dr. Marshall Plein – Economics  
Dr. Hipollyta Hersatz – Music  
Dr. Sigourney Spinner– English  
Dr. Mitchel Morganstern – German  
Dr. Harley Deelman – Chemistry  
Dr. Hartman Shaftner – Music  
Dr. Grace Green – Music  
Dr. Regis Rayburn– Languages  
Carol Quill – Art  
Dr. Jinny Jaemerson – History/Languages  
Dr. Privet Hedge – Math  
Dr. Rose Trellis – Director of Academic Advising  
Dr. Flora Bunda, Spanish  
Dr. Truly Scrumptious – Math  
Dr. Harold Hill – Math  
Dr. Donald Egret, Oxbridge Chair, Faculty Instructional Aide  
Dr. Ronstead Heathcliff– Elementary Education Program  
Dr. Marstead Hepplewhite – Elementary Education Program  
Dr. Doris Nightingale – Elementary Education Program

### **Adjunct Professors**

Pippie ShortSocks - Elementary Foundations  
Maisy Dillworth – Early Childhood/ Language Development  
Flint Firefly – Supervisor of Elementary Education  
Phillhelmina Peekster – Secondary Math Methods  
Raymond Elderbrecht– Supervisor of Elementary Student Teachers

### **Student Interviews**

Lilly Smith  
Emily Hellispont  
Martin Sapple  
Bronson Beil  
Carson Caruther  
Emit Keller  
Corona Sanchez  
Monty Mailer  
Manfred Freeborn  
Janie Deluca  
Amos Arthur  
Shelly Shockley– Biology  
Christine Pimwith– Math  
Paisley Tie – Instrumental Music  
Harper Shedd – Math  
Marcos Lambada – Spanish  
Alicie Ainsbury– Elementary  
Heloise Harshman- Elementary  
Maimie Eisenbach - Elementary  
Horace Greedy - Elementary  
Nina Wriller – Elementary  
Francis Ford – History  
Joel Coppola – Math  
Jim Farmer- History

### **Recent Graduates**

Scott Driemeyer – Biology  
Becky Bronson– Elementary  
Harden Hayes– History  
Jerry Jergins– History  
Paine Grayson – Music  
Keith Korkill – Elementary  
Morgan Sterne – Communication  
Timothy Termine – Spanish

### **Cooperating Teachers**

Beth Rieger – Youcan'tgettherefromhere  
Debra Roe – North Watershed  
Dee Walker – Youcan'tgettherefromhere  
Margaret Cummings – Temperence  
Mary Pat Johnson – Noble Hill  
Max Garrison – Youcan'tgettherefromhere  
Nancy Frank - Youcan'tgettherefromhere

### **School Districts**

Really Hot Springs School District  
Youcan'tgettherefromhere Public Schools  
Telemacher Elementary School  
Marquette and Joliet Elementary School  
Youcan'tgettherefromhere Middle School  
St. Norbert Catholic School

### **K-12 Administration & Faculty**

Dr. Heather Hogstead– Director of Curriculum and Instruction – Really Hot Springs School District  
Belle Brumely – Principal – Really Hot Springs School District  
Mike Beerman– Principal – Telemacher Elementary School  
Della Mae Robinson– Youcan'tgettherefromhere Public Schools  
Ginny Greeley, Principal, Marquette and Joliet Elementary School  
Torence Paulman, Principal, Youcan'tgettherefromhere Middle School  
Shelley Jorgenson, Teacher, Youcan'tgettherefromhere Middle School  
David Calley, Teacher, Youcan'tgettherefromhere Middle School  
Ethel Prima, Principal, St. Norbert Catholic School  
Glenda Gorgon, Teacher, St. Norbert Catholic School

## Interview Plan

Name of person to be interviewed:

Time and Place:

Standards to be addressed:

Planned Questions:

### Format of the interview:

- 1) **Warm-up** – Make the interviewee feel comfortable and provide any necessary background on the purpose of the interview.
- 2) **Core** – Focus questions on the standards for which information is being sought. Follow-up initial questions as necessary. Take notes. Listen carefully.
- 3) **Exit Summary** – Summarize principal findings. Thank the interviewees for his/her/their time.

## **Guidelines for Interviewing**

- Don't report findings in the interview; rather, use the information to form questions to find out why the findings resulted from the program review.
- Do be aware of the anxiety that interviewees may have. Make them as comfortable as possible during the warm-up period.
- Don't talk about "back home" where you do it right or wrong, but different from the institution being visited
- Do focus the interview on the standards.
- Don't dwell on matters about which you are merely curious, but which are not related to the standards. Stay an extra afternoon if you would like to learn more about these activities.
- Do keep the interview within the time limits for which it is scheduled
- Don't make your questions too terse and be able to explain what information you are seeking.
- Don't ask yes or no questions. Rather do ask probing questions to learn how standards are being addressed.
- Don't quote faculty members or others who have made statements that contradict what the interviewee has said.
- Do keep written notes on the key points made during the interview and summarize them at the end of the interview.
- Don't be confrontational in seeking the data needed by the team to make informed professional judgments.
- Do take a leadership role in planning who will be interviewed and the questions to be asked.
- Do ask institutional representatives to leave the room while students, cooperating teachers, faculty, and others are being interviewed.
- Do assure interviewees that the confidentiality of their comments will be preserved and valued.
- Do make use of teaching techniques appropriate for large class instruction during group interviews.
- Do work in interviewing pairs as much as possible. When state members and observers are working with the BOE team, a state representative and BOE members should be paired when possible

## **Questions Team Members Should be Able to Answer as a Result of the Site Visit**

The following questions are organized by MoSTEP standards. In many instances, however, the answer to a question will inform more than one standard.

### **Standard 1 (Performance Standards)**

- What are the performance expectations for students completing the General Education curriculum? How are students assessed? By what procedures is the General Education curriculum evaluated?
- What evidence is presented to verify the institution's, the Unit's, and the programs' commitment to and incorporation of multi-cultural and global perspectives?
- What evidence exists of candidates' ability to integrate educational theory into their own practice?
- What evidence is presented of candidates' satisfactory demonstration of the performance expectations established for their professional role in the public schools?

### **Standard 2 (Program and Curriculum Design)**

- What procedures are used by the Unit and the programs within the Unit to develop its teacher education curriculum? What evidence is there of systematic planning and continuing evaluation of the professional education curriculum?
- How was the Unit's Conceptual Framework derived? Who participated? In what ways has the Conceptual Framework been shared throughout the Unit's professional community? To what extent is the Conceptual Framework clearly built upon identified research and best practice? What evidence is there that program curricula prepare pre-service educators for service in increasingly multi-cultural schools?
- To what extent are faculty from across the institution, faculty from the public schools, and pre-service educators able to articulate the Conceptual Framework?
- How are faculty in the content areas involved in aligning their curriculum with the expectations of the MoSTEP Quality Indicators for the Beginning Teacher in Missouri and the Subject-Specific Competencies for the Beginning Teacher in Missouri? What procedures are used by faculty in the content areas for evaluating their curriculum against the performance of students relative to those expectations?

### **Standard 3 (Clinical Experiences)**

- What evidence is there that pre-service teachers are practicing their craft in diverse clinical settings?
- How are public school teachers and building administrators oriented to the Unit's Conceptual Framework and the performance expectations expressed in the MoSTEP Quality Indicators?
- How do the Unit and the programs within the Unit prepare public school teachers and building administrators to evaluate the clinical performance of the pre-service teachers?
- In what ways are clinical experiences provided early and throughout the pre-service educator's preparation?
- In what ways are clinical experiences integrated into all components of the preparation

curriculum?

- In what ways do pre-service educators' clinical experiences ensure that they will participate in the experience (vs. merely observe)?
- In what ways are clinical sites evaluated? On what schedule are clinical sites evaluated?
- What are expressed purposes of clinical experiences and to what extent are students, public school personnel, and content-area faculty involved in the formation and evaluation of these objectives?
- With what districts and/or buildings do programs have formal partnerships? By what criteria are these partnerships defined and evaluated?
- In what ways do programs ensure that students witness high-quality teaching in their clinical experiences?

#### **Standard 4 (Candidates)**

- What controls ensure systematic collection of data about students in the programs? Who is involved in reviewing and evaluating the data?
- How is eligibility for admission to educator preparation (initial and advanced) determined? Who is involved in making those determinations?
- What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining a diverse student population?
- What evidence exists that the Unit and the individual programs within the Unit are recruiting and retaining students into high-demand teaching and non-teaching fields?
- What evidence exists that the Unit accommodates transfer and non-traditional students?
- Who has responsibility for policy and practices on matters of orientation, advising, and counseling students admitted to teacher education?
- What evidence exists that the Unit and individual programs within the Unit have established and are using performance-based, developmentally appropriate benchmarks to determine students' progress through the program?
- What evidence exists that students' progress is being assessed through multiple measures?
- By what means do the Unit and the individual programs ascertain current students' perspectives on the effectiveness of programs and curriculum?
- How are professional education faculty preparing students for required exit assessment (professional portfolio and subject-matter exit testing)? In what ways are faculty assisting candidates who are experiencing difficulty meeting their exit assessment requirements?
- In what ways is the exit professional portfolio integrated into all components of the candidate's preparation program?
- How is eligibility for recommendation for licensure determined?
- How is feedback from graduates and from their employers communicated within the Unit and among the programs within the Unit? What evidence is there that the information provided by graduates and their employers is actually being used in program improvement?
- How are the Unit and the programs within the Unit supporting graduates?

#### **Standard 5 (Faculty)**

- What data reveal that the educational and experiential preparation of faculty is adequate to

prepare educators for Missouri schools?

- What evidence shows that teaching assignments are consistent with each faculty member's preparation and teaching experience?
- What assurance is there that instructors of special methods courses are well acquainted with elementary, middle school, and secondary programs and activities?
- How does the professional education faculty ensure a continuing and vital connection with elementary, middle school, and secondary schools?
- What faculty members, if any, have been teaching outside their fields of preparation and experience?
- How do teaching loads of the education faculty compare with teaching loads across the institution?
- How are student advising responsibilities determined? How is this assignment treated in determining faculty load?
- How many faculty are involved in supervision of clinical experiences (including, but not limited to, student teaching)? How is this assignment treated in determining faculty load? What evidence is there that these faculty are not only qualified to evaluate the specific candidates to whom they have been assigned, but also that they are current with state, district, Unit, and program initiatives and practices?
- How extensive is the use of part-time (or adjunct) faculty?
- In what ways do the institution, Unit, and programs ensure that faculty throughout the institution model effective and varied teaching practices, including but not limited to effective integration of technology into their teaching?
- What evidence exists of the institution's and Unit's efforts to recruit and retain a diverse faculty?
- In what ways is faculty teaching performance evaluated against the performance of students?
- What supports and encouragements does the institution and the Unit provide faculty for pursuit of scholarly activity?
- What supports does the institution and the Unit provide faculty for their own professional development? What evidence is there that faculty are availing themselves of these supports? To what extent are faculty professional development activities focused on improving the performance of students?

#### **Standard 6 (Governance and Authority)**

- What evidence is provided by the Unit and by programs within the Unit that the control of teacher licensure programs is exercised by a defined administrative and instructional unit?
- Who is responsible for the administration of the programs of teacher education? How is this person(s) selected?
- Who is authorized to recommend candidates for licensure?

#### **Standard 7 (Professional Community)**

- What evidence indicates that there is institution-wide participation in the development of policies, curriculum, and evaluation regarding teacher preparation?
- What evidence is there of consultation and participation with elementary and secondary

school personnel in planning and evaluating educator preparation programs?

- In what ways are faculty in the content areas involved the preparation of beginning and advanced teachers?
- By what means do professional education and content-area faculty contribute to the improvement of education in the public schools?

#### **Standard 8 (Resources)**

- What evidence is there of the institution's commitment to the preparation of high-quality educators for Missouri's schools? Is commitment to preparing teachers part of the institutional mission statement? Do preparation programs receive an equitable proportion of institutional resources?
- What provisions are being planned and implemented to prepare educators for an increasingly technology-based school?
- By what means are library/media holdings continuously evaluated and kept current? What evidence supports the adequacy and currency of all print and non-print materials and their availability to faculty, students, and public school personnel?
- What evidence is there that faculty regularly avail themselves of instructional technology?

## MoSTEP Team Member Evaluation

Instructions: List each state team member in the vertical spaces in the top row of the chart below. In the spaces below the names rank each team member's performance on a scale of one (1) "strongly disagree" to (5) "strongly agree" for each of the elements listed.

<b>Attributes and Dispositions to be Evaluated</b>								
1. Came to the site visit prepared; was familiar with the pre-visit documentation.								
2. Understood Standards and Quality Indicators and applied them consistently.								
3. Judgments were rational and sound according to the standards and were supported by evidence.								
4. Punctual, efficient, professional and hardworking								
5. Effective research and interviewing skills.								
6. Good writing skills in preparing report sections.								
7. Functioned well as a team member; demonstrated good teaming skills.								
8. Communicated professionally and effectively with institutional and off-campus contacts.								
9. Capable of making difficult decisions and judgments when warranted.								
10. Should be invited to serve on future site visit teams.								
11. Ready to be trained to serve as a MoSTEP Team Chair?								

Institution Visited \_\_\_\_\_ Date of Visit \_\_\_\_\_

## MoSTEP Team Chair Evaluation

Institution Visited: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Name of Team Chair: \_\_\_\_\_

Instructions: Please evaluate the abilities and effectiveness of the team chairperson in the elements listed below. Rate the performance of the individual by writing the appropriate number in the box beside each of the elements listed. On the scale, five (5) represents “highly effective” and one (1) represents “highly ineffective.”

Activities and Attributes	Rating
1. Previsit communications (e.g., contact prior to the site visit, including assignments and responsibilities)	
2. On-Site Orientation	
3. Leadership Skills (i.e, organizing, delegating responsibilities, problem-solving, assigning tasks, maintaining schedule, assuring team needs are met)	
4. Adherence to MoSTEP Standards and Procedures	
5. Personal Qualities (i.e., professionalism, communication ability, punctuality, fairness, lack of bias, dependability, thoroughness, etc.)	
6. Overall Effectiveness	

Would you recommend this person to serve again as a MoSTEP Team Chairperson?  
Yes \_\_\_\_\_ No \_\_\_\_\_

## Glossary of MoSTEP Terms

**Advanced Programs:** Programs at the post-baccalaureate level for 1) the advanced education of teachers who have previously completed initial certification or 2) the initial and/or advanced preparation of other professional school personnel. Advanced preparation programs commonly award graduate credit and include masters, specialist, and doctoral degree programs as well as non-degree licensure programs at the graduate level.

**Annual Reports:** Written reports prepared by the professional education unit each year attesting to its continuing capacity to meet the Board's standards and requirements. These reports reveal evolutions in the professional education unit and its programs.

**Assessment:** Purposeful gathering of information about student learning for purposes of providing feedback to learners and their guardians, teachers and other educational professionals, and approval/accrediting bodies (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests).

**Board:** Missouri State Board of Education

**Board Procedures and Standards:** Procedures and standards for professional education programs as enumerated in State Board of Education Rules 5 CSR 80-805.015.

**Candidates:** Individuals who are seeking admission to or are enrolled in programs for initial or advanced preparation of teachers or other professional school personnel. Candidates may be seeking initial licensure, majoring in education, and/or pursuing advanced preparation in professional education.

**Certification:** The process by which the Board grants professional recognition to an individual who has met certain predetermined qualifications specified by the Board.

**Conceptual Framework:** An underlying structure in a professional education unit that provides conceptual meanings to the unit's operation through an articulated rationale, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability.

**Conditional Program Approval:** Authorization for an institution to recommend candidates for certification for a period not to exceed two (2) years with conditions and limitations stipulated by the State Board of Education.

**Content:** The subject matter or discipline that teachers are being prepared to teach at the elementary, middle, or secondary levels. Content also refers to the professional field of study (e.g., special education, early childhood, reading, counselor, or school administration).

**Continued Approval:** The approval status granted by the Board five years after a professional education unit has been initially approved and for as long as it continues to satisfy the Board's standards and requirements.

**Culminating Clinical Experiences (student teaching, practicum, internship):** An in-depth, direct teaching experience conducted in a school setting that is usually a culminating field-based experience for the initial teacher preparation program.

**Cultural Diversity:** The variety of cultural backgrounds of candidates, faculty, and school personnel based on ethnicity, race, language, socio-economic status, gender, regional/geographic background, and exceptionalities. The Department of Elementary and Secondary Education does not consider diversity of regional or geographic origins, religion, or language group to be good faith representation of wide-range cultural diversity.

**Clinical Experiences:** Program components that are conducted in off-campus educational settings such as a school, classroom, or community center. They include classroom observations, tutoring, assisting teachers and administrators, student teaching, and internships.

**Clinical Faculty:** Higher education faculty responsible for instruction, supervision and assessment of candidates participating in field experiences.

**Cooperating Teacher:** A state certificated instructor with whom a teacher education candidate is placed during field experiences.

**Curriculum:** Courses, experiences and assessments prescribed in a program of study leading to a degree or certification.

**Department:** Missouri Department of Elementary and Secondary Education

**Distance Learning Program:** A formal educational process in which the majority of instruction is provided apart from the confines of a traditional classroom setting where the instructor and students are separated by physical location.

**Diversity:** Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region.

**Examining Team:** An on-site team whose purpose is to validate and evaluate the professional education unit and programs for educational certification. The team includes practicing elementary and secondary school educators and educators from institutions of higher education possessing State Board of Education approved professional education programs as well as a Department consultant.

**Exceptional Populations (Exceptionalities):** Populations (or individuals) who exhibit physical, mental, and emotional disabilities or differences, including gifted/talented abilities, which may necessitate special attention by school personnel.

**Field Experience:** See Clinical Experience

**Full-time Faculty:** Employees of a higher education institution with full-time assignments within the unit as instructors, professors at different ranks, administrators, or other professional support personnel (e.g., student teaching supervisor or advisor).

**General Studies:** Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of their programs for the purpose of becoming liberally educated college students.

**Global Perspective:** The viewpoint that accepts the interdependency of nations and peoples and the interlinkage of political, economic, and social issues of a transnational global character.

**Governance:** The system and structure for defining policy and administering procedures for the professional education unit.

**Initial Program Approval:** The approval status granted by the Board as a result of a professional education unit having demonstrated its capacity to satisfy the Board's standards and requirements for the preparation of educational professionals.

**Initial Teacher Preparation:** Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first license to teach.

**Integrative Studies:** Courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

**Knowledge Base:** The base of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

**Licensure:** The official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed professional. Certification is often used interchangeably with licensure.

**Multicultural Perspective:** 1) The social, political, economic, academic, and historical realities experienced by individuals and groups in complex human encounters; 2) the representation and incorporation of issues related to culture, demographics, ethnicity, race, gender, sexual orientation, religion, socio-economic status, and exceptionalities in the education process; and 3) the inclusion of a cohesive, inclusive curriculum representing the contributions of diverse populations.

**Part-time Faculty:** Employees of a higher education institution with less than a full-time assignment within the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

**Pedagogical Studies:** Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

**Performance Standards:** Definitions of what individuals preparing for professional education responsibilities need to know and be able to do.

**Performance Indicators:** Operational definitions that stipulate the kinds of knowledge and skills professionals must document to demonstrate that a performance standard is met. It is possible for a candidate to be judged to meet a standard without addressing each performance indicator.

**Pre-service Teacher:** Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers.

**Professional Community:** Includes, at a minimum, pK-12 schools, teacher/administrator educators, community college faculty/administrators, those responsible within the institution for subject-area content, and others involved in the educational enterprise.

**Professional Development:** Opportunities for higher education faculty to develop new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, intra- and inter-institutional visitations, fellowships, work in pK-12 schools, and so forth.

**Professional Education Faculty:** Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit. Professional education faculty include both higher education faculty and school-based personnel; they are considered to be members of an institution's professional education unit.

**Professional Education Unit:** The professional education unit is the institution, college, school, department, or other administrative body within the institution that is primarily responsible for the initial and advanced preparation of teachers and other professional personnel.

**Professional Studies:** Courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

**Program:** A planned sequence of courses and experiences leading to a degree, state licensure, and/or adequate preparation to provide professional education services in schools.

**Program Approval:** The process by which the State Board of Education reviews a professional education program to determine if it meets the Board's standards for the preparation of school personnel. Used synonymously with program approval, state approval is the governmental activity requiring specific professional education programs to meet standards of quality so that their graduates will be eligible for state licensing for a period not exceed five (5) years.

**Program Denial:** Prohibition against an institution from recommending candidates for certification.

**Reflective Practitioner:** An educational professional whose behavior involves active, on-going, and careful consideration of teaching beliefs and practices and the possible consequences which may result from them. The willingness to engage in reflection is related to attitudes of open-mindedness and responsibility.

**Scholarly Activities:** The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of on-going activities, grant seeking, and presentations at professional meetings.